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## What would Newly Qualified Teachers appointed in Cyprus Primary Schools expect from an effective school-based induction programme? Recommendations for the introduction of an effective school-based induction programme

### Thesis

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**Marios Anthimou Panteli**

**What would Newly Qualified Teachers appointed in Cyprus Primary  
Schools expect from an effective school-based induction programme?  
Recommendations for the introduction of an effective school-based  
induction programme**

**DOCTORATE IN EDUCATION (EdD)**

**Centre for Research in Education and  
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**The Open University**

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## **DEDICATION**

This thesis is dedicated to my wife, my two daughters and my parents. Thanks for all the love, support, patience and understanding.

## **ACKNOWLEDGEMENTS**

It is with pleasure that I acknowledge the help and support that I received from the following people during the period of study of this thesis:

- Dr. Alan Pearce, my personal supervisor at The Open University, whose advice, help and consultation I have greatly valued. I also appreciated his contribution and his help with the organisation of the thesis. Alan devoted hours responding to draft progress reports, providing detailed feedback, and suggesting better ways to present my findings and recommendations. Often he challenged me to explore important questions that were often difficult to answer. If I have succeeded in constructing reasonable answers to these questions, much of the praise goes to Alan for raising them and for assisting with my responses.
- Friends who took part in the pilot stage of the data collecting instruments.
- All my colleagues and the Minister of Education and Culture who participated in this study and provided me with valuable information.

## **ABSTRACT**

This study investigates the induction of Newly Qualified Teachers (NQTs) in Cyprus Primary Education. In Cyprus, until September 2008, there was no formal induction policy for primary teachers. However, since June 2006, after the beginning of this study, the issue of inducing and evaluating NQTs has been extensively discussed in the context of the discussions about Educational Reform. The key purpose of the study was to make recommendations for the introduction of effective school-based induction activities/strategies for NQTs appointed in Cyprus Primary Education by identifying their needs and exploring their expectations of a school-based induction programme.

The type of research approach selected was that of mixed methods research taking into account that it combined the use of both qualitative and quantitative research methods. The following data collecting instruments were used: a focus group interview with NQTs; postal questionnaires sent to NQTs; face to face interviews with NQTs; and e-mail interviews with an NQT and the Minister of Education and Culture. The study used a national representative sample because its intention was to generalise the findings for the whole target population.

According to the NQTs in my sample responses, NQTs appointed in Cyprus Primary Education are thrown in at the deep end, with a full teaching load and associated responsibilities with limited support. They also encounter many problems during the first years of teaching. Therefore, the NQTs argued that every school should implement an individual structured programme of support for all beginning teachers in order to help them overcome the specific problems they face. The induction programme must directly address NQTs' specific needs and concerns, must be flexible and should be negotiated on the basis of individual needs and goals. NQTs also underlined that the induction programme should



serve several purposes and include many induction activities and opportunities of support. What they needed desperately was the presence of regular and structured guidance and support mainly from a mentor. In summary, based upon the findings, this study provides valuable information for determining which school-based strategies are likely to be useful and effective for Cyprus Primary NQTs.

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## **Abbreviations**

AFT	American Federation of Teachers
APEC	Asia-Pacific Economic Cooperation
DES	Department of Education and Science
DET	Department of Education and Training
DfES	Department for Education and Skills
EdD	Doctorate in Education
ERIC	Education Resources Information Centre of the U.S. Department of Education
ESC	Educational Service Commission
GTC	General Teaching Council of England and Wales
HMI	Her Majesty's Inspectorate
HMSO	Her Majesty's Stationery Office
IIEP	International Institute for Educational Planning
ITT	Initial Teacher Training
LEA	Local Education Authority
MoEC	Ministry of Education and Culture of Cyprus
NFER	National Foundation for Educational Research
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
OERI	Office for Educational Research and Improvement of the U.S. Department of Education
OFSTED	Office for Standards in Education
PD	Professional Development
PIC	Pedagogical Institute of Cyprus

POED	National Union of Greek Teachers appointed in Cyprus Primary Education
QTS	Quality Teacher Status
SPSS	Statistical Package for Social Sciences
TES	Teacher Educational Supplement

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# **1. CHAPTER ONE: INTRODUCTION**

## **Background of the study**

This study investigates the induction of NQTs in Cyprus Primary Education. Induction is the term most commonly used in the literature to indicate support programmes for NQTs. Induction is seen as the crucial phase of teacher development, which links Initial Teacher Training (ITT) and in-service education for established teachers. Numerous studies emphasise that ITT is unable to equip new entrants in the profession with all the knowledge, understanding and skills they need during their career. Additionally, the literature argues that NQTs are not proficient in teaching and that they need guidance and support to cope with the problems that they will face during their first years of teaching. Therefore access to an induction programme should be seen as an entitlement for all NQTs.

## **Rationale for the study**

## **Context in Cyprus**

### **Initial Teacher Training of Cypriot Primary Teachers**

Cyprus teachers who are appointed in public primary schools graduate from various countries (Cyprus, Greece and United Kingdom for example) and different universities. Most of them receive full ITT, in the University of Cyprus or Greek Universities, before appointment. The Department of Education of the Faculty of Social Sciences and Education within the University of Cyprus runs a four-year Bachelor's Degree in Elementary School Teaching. On completion of this programme, teachers are certified as graduate teachers and can seek full-time employment in the primary school sector. Student teachers in Greek universities also attend a four-year Bachelor's Degree in Education in the Pedagogical Departments of Primary Education. According to the International Institute



for Educational Planning (IIEP, 1997, p 57) the ITT that student teachers receive in the University of Cyprus, which includes teaching practice, appears to be of good quality. However, those who have not undertaken the training at the University of Cyprus or at Greek Universities receive training in the teaching of Greek language and pedagogical subjects. The training takes place at the University of Cyprus before their first appointment.

The general consensus of NQTs who participated in this study was that the present ITT that Cypriot NQTs attend was unable to equip them with all the knowledge, understanding and skills they needed during the first years of teaching. NQTs agreed that during their ITT the balance between theory and practice was inappropriate and they believed that the sessions included too much theoretical input. On-the-job training or classroom practice during their studies was limited and as a result during the first year of experience they had to face a number of challenges and they experienced many difficulties in the classroom. Some of their comments were: “A chasm exists between theory covered during ITT and practice in the classroom” and that “In practice the facts differ from what we have learned during our studies”.

The variety of patterns of ITT means that teachers experience a wide range of programmes with different objectives. As a consequence student teachers receive different ITT and have different experiences. Therefore, NQTs have different personal and professional needs and expectations of the profession. This was also confirmed by NQTs in my sample. Indeed, “the background and experience of NQTs is likely to affect their particular needs as inductees” (Coleman, 1997, p 159). According to Whisnant et al (2005, p 24) “the needs of these NQTs may vary based on their level of preparation and qualification”. NQTs’ needs vary from situation to situation and between individuals.

## **Continuing Professional Development for Cypriot Primary Teachers**

Cyprus Educational System is highly centralised and bureaucratic. The Ministry of Education and Culture controls the curriculum, the textbooks and the other resources required to deliver it.

Karagiorgi and Symeou (2007, p 177) explain that:

As a result of political and economic concerns, structures of educational administration, curriculum development and policy-making remain highly centralised.

The centralised system also influences the way in-service training of teachers is organised and offered:

In general, the training system seems to be controlled by the Ministry of Education with limited school input. It is centrally determined, supply-driven and functions on a purely individual basis in isolation to identified individual and school needs (Karagiorgi and Symeou, 2006, p 52).

The responsibility for offering formal In-Service Training or Continuing Professional Development for teachers appointed in Cyprus Public Education is undertaken primarily by the Pedagogical Institute of Cyprus and secondarily by the inspectorate.

The PIC organises optional as well as compulsory seminars and courses. The vast majority of seminars and courses are optional. On the other hand, there is a compulsory course for primary and secondary deputy heads who get promoted to head teachers. This course is a yearlong course and trainees receive “sandwich course” training between the PIC and the

school in which they are serving. This course introduces participants to the role of the department head as well as that of the school administrator.

Other training courses offered to teachers are optional and are prepared in consultation with the Inspectorate and LEAs. Optional seminars are held mainly in the afternoon during teachers' free time. These seminars relate both to the content and the teaching of the various curriculum areas as well as to recent trends in education. In-service education, which has been a priority during the last years, has as its main goals the promotion of active methods of teaching, the practice of co-operative learning, the extensive use of new technologies in education, and the further education of teachers in case study research. Each year the PIC publishes a programme of seminars available and teachers are invited to apply. The seminars are interesting and well attended despite the fact that attendance is in the afternoon during the teachers' free time.

To the contrary, a number of studies point to the inefficiency of the current training scheme. A study by Charalambous and Michaelidou (2001, p 14) points out that:

The content as well as the organisational structures of the in-service training provided do not satisfy the needs of elementary school teachers to a great extent.

Similarly, the Committee for Educational Reform (2004, p 238), in their report on the Cyprus educational system, mention that: "In-service programmes can only satisfy a rather limited percentage of teachers", while the Teachers' Union criticises them as insufficient due to lack of vision and organisation (POED, 2004).

Moreover, a restricted number of school-based seminars are organised on specific topics of interest to the staff of a school, after agreements with the PIC.

Apart from the centrally organised in-service training there is the locally organised in-service training by the inspectors of each LEA. IIEP's study (1997, p 22) argues that "Inspectors in Cyprus are primarily concerned with support and advice to the teachers". The inspectors are responsible for the guidance, supervision and evaluation of the teachers' work. There is increased emphasis on guidance and staff development through individual advice and seminars (at both regional and school levels) on methodology, subject matter, textbooks, teaching aids, etc. The inspectors visit schools and classes and they also organise and conduct seminars at which a variety of educational problems relating to the theory and practice of teaching are discussed. In special subjects, such as Music, Home Economics, Physical Education, Art and Foreign Languages guidance and support to teachers are given by groups of teachers specially trained in their respective domains. Guidance is also provided through handouts prepared by members of the inspectorate and departmental committees.

Additionally, in Cyprus there is a growing interest for undertaking post-graduate studies. Usually, teachers attend master's or doctoral degrees at the University of Cyprus in part-time basis or attend distance learning programmes at Open Universities (The Open University/UK, Hellenic Open University and Open University of Cyprus). Some attend master's degree in full-time basis mainly at U/K universities. Most of these colleagues attend post-graduate studies because they are convinced that they have secured promotion as a direct result of their participation in these courses of further study. The conviction that there is a connection between the promotion and the participation in courses of further study persists amongst teachers because of the added talking points that a higher qualified person may bring to the customary personal interview since higher qualifications take extra

points for promotion reasons. Promotion in Cyprus educational system is decided by the Educational Service Commission (ESC) after an interview with the candidates previously selected by the MOEC according to their teaching experience, assessment (value) and extra qualifications.

### **Induction of NQTs in Cyprus**

The induction of NQTs is a heavily researched area and NQTs emphasise the importance of the need for personal support when entering the profession.

Concern about NQTs' transition from ITT into the profession of teaching dates from the end of the Second World War, and continues as a major issue into the 21<sup>st</sup> century (Commonwealth Department of Education, Science and Training, 2002, p 8).

In most professions, responsibility for preparation and induction of new members is viewed as a significant professional responsibility. Despite this, there is evidence that many NQTs receive little or inadequate support in their first years of teaching. Although the problems that NQTs face during their first years of teaching experience are well known and documented, in some countries very little is done to solve or mitigate them.

Unfortunately, this was the picture in Cyprus Primary Education at the start of this study (2005). The issue of inducting and evaluating NQTs has been extensively discussed in Cyprus, after the beginning of this study, in the context of the discussions about Educational Reform. In Cyprus, until September 2008, there was no formal induction policy for primary teachers. The Ministry of Education and Culture (MoEC) did not employ any practices to help NQTs in their transition from students to professionals. Once students graduated and were employed they were assigned with a full teaching load from

the first day of their appointment. It was left entirely in their hands to pursue professional development opportunities. Teachers were not provided with support mechanisms at the school site that could help them settle down and be gradually induced into the teaching profession. Of course there were some informal practices but their organisation depended mostly on the good will of head teachers or experienced teachers.

Since 2004, three very important reports were published in Cyprus underlining the necessity of the introduction of school-based induction programmes and the importance of the school-based support and guidance of NQTs. In 2004 the Minister of Education and Culture assigned to a committee of academics, called “Committee for Educational Reform”, the role of suggesting the reform of the Cyprus Educational System from Pre-Primary to Tertiary Education. The Committee for Educational Reform (2004) on the Cyprus Educational System underlines “the importance of the induction of NQTs” (p 225) and “school-based support for NQTs” (p 238). The members of the Committee also mention that “induction to the profession should be a starting point for a continuous staff development for teachers” (p 237) and that “attention must be given to the active participation and enhanced involvement of the NQTs in the planning of the induction programmes” (p 239).

In 2005 the MoEC, in the context of the discussions about educational reform, assigned to the “ATHINA Consortium” (“Koinopraxia ATHINA”) the planning, development and application of new system of evaluation of educational work and educators. The “ATHINA Consortium” consisted of two University of Cyprus Professors and one member of the firm PricewaterhouseCoopers. The report “The Proposed System of Evaluation” for Primary and Secondary Education in Cyprus was delivered to the MoEC in June 2006. It proposed radical changes and the issue of inducting and evaluating NQTs was extensively reported. The proposed system of evaluation, for the first time, included specific suggestions for the

induction of NQTs, support strategies, assessment and induction standards (ATHINA Consortium, 2006). It is important here to mention that the MoEC did not commit to the proposals.

In the meantime, the Minister of Education and Culture, during September 2007, unveiled a three-year plan to reform education in Cyprus based on the suggestions of the two reports mentioned above. The wide range of measures to shake up the education system included a proposal for the introduction of induction strategies and programmes for NQTs. In the e-mail interview with the Minister he declared that for the specific aspects of the induction programme the Ministry would have a continuous dialogue with all the involved associations, organisations and professional bodies. The following measures were proposed to be introduced in Cyprus Educational System (Ministry of Education and Culture, 2007, p 15):

- i. Emphasis on school-based in-service training.
- ii. Introduction of a school-based induction programme lasting two years.
- iii. Introduction of mentors responsible for the guidance and support of NQTs.
- iv. Introduction of a training programme for teachers who will be assigned the role of mentor.

In January 2008, I decided to invite the Minister of Education and Culture for an interview, in order to explore further the official view and plans related to the future induction policy. In order to be able to make contact with the Minister I asked help from the President of the Cyprus Teachers' Union (POED) who forwarded the cover letter and the interview questions to the Minister. In this e-mail interview I requested the Minister of Education and Culture to clarify some of the measures he had proposed for the induction of NQTs. At the same time I asked him to comment on some findings of my study in order to influence his

decisions. I believe that the Minister had adopted many of my proposals before designing the particular induction programme that was finally implemented during school year 2008-2009. My belief is justified by the fact that the particular induction programme includes many activities/strategies that are included in my thesis. For example the main part of the programme will be school-based in which mentor's role will be of high significance.

During September 2008 (one month after the completion of my thesis), the MoEC in cooperation with the PIC published its intention to implement an induction programme for 100 NQTs who were appointed with wage agreement. The induction programme includes both a theoretical part that is offered by the Pedagogical Institute of Cyprus (PIC) and a school-based practical part in which mentor's role is of high significance (MoEC, 2008). The induction programme consists of three phases. Phases A and C are centrally organised, during the afternoons, by the PIC lasting 25 periods for NQTs and 60 periods of 45 minutes each for experienced teachers who volunteer to take the role of mentors. Phase B comprises the school-based element of the induction programme in which NQTs are supported by the mentors. The essential training and support of NQTs takes place in the school unit. The mentor is expected to apply, in collaboration with the NQT, specific practices as they result from Phase A. The school-based induction part of the programme includes the following (MoEC, 2008, pp 7-8):

- ✓ Investigation of NQTs' needs. Exchange of opinions for the results of investigation.
- ✓ Development of an individualised plan of action for each NQT.
- ✓ Opportunities of being observed by the mentor (10 at least) followed by feedback.
- ✓ Opportunities to observe mentor's lessons followed by feedback (10 at least).
- ✓ Collaboration, between the NQT, the mentor and the PIC personnel, in the development of activities.
- ✓ Each NQT has a reduced timetable (one period per week).



- ✓ Each mentor has a reduced timetable (two periods per week if he/she is assigned one NQT and three periods per week if he/she is assigned two NQTs).
- ✓ A support group of the PIC personnel is established which undertakes the obligation to offer further practical aid to the school unit when necessary.

Mentors are expected to be social and receptive persons should guide and support NQTs and should meet the following requirements:

- ✓ They have at least 8 years of teaching experience. Deputy head teachers are preferred. In case deputy head teachers do not apply then teachers with more teaching experience are preferred.
- ✓ They have been responsible for a class for at least five of the eight years.
- ✓ They use computers sufficiently (Windows, Word, E-mail, Internet).

Mentors and NQTs receive an amount of €600 and €250 respectively as a training benefit for attending the centrally organised theoretical part of the induction programme.

### **Personal Interest**

My personal interest in induction of NQTs arose from the following factors:

- ✓ The difficulties I faced as a NQT.
- ✓ All the discussions I had with other NQTs about problems we were facing and possible “answers” to our problems.
- ✓ The experiences from the induction programme I participated which I outline below.
- ✓ The sessions I participated, relating to staff development and especially induction programmes for NQTs, during my postgraduate studies in the University of Bath.

An exception to the lack of formal induction policy for NQTs appointed in Cyprus Primary Education was the induction programme for NQTs who have graduated from Greek Universities. The first Cypriot teachers who studied in Greek Universities graduated in 1994 and they were appointed in Cyprus Primary Education in September 1994. As a graduate of a Greek university I also participated in this programme. This programme lasted only three school years (1994-1997) and it provided training to teachers in basic methods and approaches in teaching several subjects at the primary school level. It focused on teaching methods and curriculum content. The attendance was in the afternoon during teachers' free time and the programme took place in a primary school unit. Participants did not have any other induction opportunities or school-based support and guidance. Participants did not receive release time or a lighter teaching load. Unfortunately, as mentioned above, until September 2008 the MoEC did not apply any other formal induction policy for primary teachers.

As regarding my point of view about the content and structure of this programme I believe that:

- i. The balance between theory and practice was inappropriate and I believe that the sessions included too much theoretical input.
- ii. My personal and professional needs, as a NQT, were not being considered.
- iii. My expectations of the programme were not being met.
- iv. The programme did not offer school-based guidance and support.
- v. The venue and timetable were inappropriate.
- vi. Much of the content was also covered during ITT.
- vii. Generally, I can say that I was not satisfied with the programme.

An important study that evaluated the Cyprus Education System argues that:

For those (NQTs) who gained their qualifications elsewhere than in Cyprus, the training organised by the Pedagogical Institute should be expected in content and duration with less emphasis on theoretical aspects and reflecting more strongly classroom practice and the need for appropriate methodology (IIEP, 1997, p 58).

A study contacted by the PIC (2001) for pre-service and in-service training programmes also concluded that such programmes should have less theoretical input and spend more time dealing with practical problems in the classroom. Additionally, it concluded that participants' needs were not being considered and participants' expectations of the specific induction programme were not being met.

From these concerns grew the idea of conducting research in order to reveal the importance of the implementation of the implementation of an induction policy for Cyprus Primary NQTs to include school-based induction programmes.

I feel that the timing of conducting this research was perfect because during September 2008, only few weeks after the completion of my thesis, the MoEC asked from educationalists to apply to take part in the induction programme as trainers of teachers who would act as mentors of the NQTs. I applied for this job and the PIC, taking into account the fact that I was specialised in the subject of induction policy, assigned me two groups of 13 experienced teachers each to present them the subject/issue "mentoring and the relationship between mentor and NQT". Moreover, the PIC asked me to design the content of the third phase of the programme which is the evaluation/assessment part of the

programme and to redesign the whole package related to the subject/issue “mentoring and the relationship between mentor and NQT”. They also asked for my proposals and suggestions for the improvement of the induction programme. All my proposals and suggestions resulted from the findings and conclusions of this thesis as presented in Chapter 5. My suggestions were submitted to the PIC during May 2009. As I have been informed the redesigning of the whole package related to the subject/issue “mentoring and the relationship between mentor and NQT” has been approved and that my proposals for improving the induction programme have been examined.

### **Purpose and Necessity of the Study**

Taking into consideration the absence of an induction policy for primary teachers and the fact that there were hardly any recent studies in Cyprus diagnosing either individual school’s development needs or individual teacher’s personal and professional needs, it became critical to conduct this study in order to specify NQTs’ in-service needs and expectations of a future induction programme. I investigated “What NQTs, appointed in Cyprus Primary Schools, would expect from an effective school-based induction programme”. I also wanted to bring to light the problems and difficulties that Cyprus Primary NQTs encounter during the first years of their teaching experience. The knowledge of the problems faced by NQTs would provide important information for the improvement and (re)designing of pre-service and in-service programmes. The key purpose of the study was to make recommendations for the introduction of effective school-based induction activities/strategies for NQTs appointed in Cyprus Primary Education by identifying the NQTs’ needs and exploring their expectations of a school-based induction programme.

Nowadays, in Cyprus the need for introducing induction programmes is greater than ever because the teaching profession is not offering security of employment, as it used to. The number of teachers on the waiting list, called “The Catalogue”, from which the ESC appoints teachers, exceeds the number of vacancies. According to the ESC (2008) “The Catalogue” includes 1650 teachers from whom only 800 are appointed in schools with annually wage agreement. Some of the remaining teachers work as replacements/substitutes and some are unemployed. Consequently many teachers do not and will not work for an extended period, a fact that negatively affects their teaching competence. This reality makes the need for the introduction of induction programmes essential.

This study provides valuable information for determining which school-based strategies are likely to be useful and effective for Cyprus Primary NQTs. The outcomes and the conclusions of this study offer useful information for the effective planning of school-based induction programmes. This study could help the MoEC in its drive to implement effective school-based induction programmes and identify areas that may need to be improved or changed within schools to support the induction and professional development of NQTs. In other words this study provides a means for improving practice. This is a unique and original piece of research for the Cyprus Education System and could be used to shape future research or practice at a national level. It must be underlined that this study used a national representative sample because its intention was to generalise the findings for the whole target population.

It must be emphasised that research reports are communications addressed to an audience, telling them something that is relevant and significant to them and that the research findings must add something to the existing knowledge of the issue to which they relate

(The Open University, 2001, p 30). My research report is primarily directed towards high-ranking officials of the Ministry of Education and Culture (e.g. the Minister of Education and Culture, the Head of the Department of Primary Education and the Director of PIC) and NQTs. Secondly, the research report is addressed to the Teachers' Union POED, head teachers, teachers and other researchers.

## **2. CHAPTER TWO: LITERATURE REVIEW**

This chapter will review the literature relating to the induction of NQTs. It will look at definitions of induction and induction programmes for NQTs. It will explore the importance of the induction period for NQTs and discuss the aims, purposes and content of the induction programmes. School-based induction and school-based induction strategies will be discussed. The common characteristics of effective school-based induction programmes will be outlined. The characteristics of the first year of teaching and problems that NQTs face will be summarised. Finally, the importance of NQTs' needs identification in the development of an induction programme will be emphasised.

### **Definitions of induction of NQTs and implications of these definitions**

Induction is the term most commonly used in the literature to indicate support programmes for Newly Qualified Teachers (NQTs). In this study NQTs are teachers with 1 to 3 years of teaching experience after having received a degree stating that they are fully qualified to teach. I chose to define NQT as anyone with up to three years of teaching experience because I wanted to include as many teachers as possible in the population to which the enquiry was addressed and select as representative a sample as possible and large enough so the findings could be generalised for the whole target population. The way in which induction is used varies considerably from country to country. For this reason the literature review considers literature from many different education systems (including the UK, USA, Australia and New Zealand). I explored international experiences from many countries in order to recommend the most effective and the most appropriate induction strategies and activities for NQTs appointed in Cyprus Primary Schools. Before making these recommendations I considered the reality of the Cyprus Educational System and I explored NQTs' perceptions and ideas.

A key component of an induction programme is supporting teachers making the difficult transition from trainee to teacher. Blair and Bercik (1992, p 25) define teacher induction:

As the period of transition from student to professional when beginning teachers need supervision and support to adjust to their new roles.

The need for guidance and support is also mentioned by Robson and Pearson (2004) and Andrews (1987). Blair and Bercik's (1992) definition accepts the fact that NQTs are not proficient in teaching and that they need guidance and support to cope with the problems that they will face during their first years of teaching. Additionally, they see the induction period as an on-going process serving transitional purposes. Induction is seen as the crucial phase of teacher development, which links Initial Teacher Training (ITT) and in-service education for established teachers. In the same way induction is seen:

As a critical phase within a continuum of professional learning, beginning with pre-service education and extending throughout the teaching career (Commonwealth Department of Education, Science and Training, 2002, p 11).

Teacher induction, it is important to clarify, is distinct from both pre-service and in-service teacher training.

Pre-service refers to the training and preparation that candidates receive before employment. In-service refers to periodic upgrading and additional training received on the job, during employment ... These programmes (induction programmes) are often conceived as a bridge, enabling the student of teaching to become a teacher of students (Smith and Ingersoll, 2004, pp 682-683).



Induction should also support NQTs to become more effective by developing their self-esteem. Earley and Kinder (1994, p 146) define induction “as the process enabling new teachers to become effective”. This definition implies that the process of inducting new teachers into the profession must be effective and according to Lee (1997, p 16) “It (induction) should help NQTs to become confident and competent as rapidly as possible”. Similar is the definition that sees induction as a:

Process which enables all new entrants to the profession to build their competence and confidence quickly (Tolley et al, 1996, p 18).

This definition notes the important argument that all NQTs should be supported during the first years of appointment and they should have access to induction programmes independently of the degree of competence that they have.

On the other hand Schlechty defines induction as:

The implantation of school standards and norms so deeply within the teacher that the teacher’s conduct completely and spontaneously reflects those forms (OERI, 1986).

Therefore, he suggests that induction should focus on orientation to the organisation and on fitting in an organisational culture. However, the focus on orientation to the school generally means that induction consists of little more than providing information about school procedures to the NQT at the beginning of the appointment. A process of bringing NQTs into line with existing practice, standards and norms, in order to reproduce the status quo does not adopt a developmental focus. In addition, just adjusting to the school’s culture does not necessarily lead to effective teaching and pupil learning. Therefore,

Induction should be an extended process, which aims to provide NQTs with orientation to the profession and the school, personal and professional support and opportunities to develop the knowledge, skills and attitudes essential for effective teaching (Commonwealth Department of Education, Science and Training, 2002, p 11).

As the previous definitions show, there are different and sometimes diverging opinions about the purpose of induction programmes for NQTs. Definitions of “induction” carry assumptions about its purpose, which in turn influence the design and emphasis of support programmes for beginning teachers. Induction can focus on orientation to the organisation and the profession, on fitting in to organisational culture, on pedagogical skill development, on integration of induction and assessment for probation and on personal and professional development. The people responsible for the planning and implementation of an induction programme for NQTs will set different priorities depending on whether they think induction primarily focuses on assessment and selection or on personal and professional development.

### **The significance of induction of NQTs**

For many years there has been an awareness of the need for greater attention to the induction of new teachers and for meeting their needs during their initial placement in schools. Numerous studies document the value of a teacher induction period (APEC study, 1997 and Draper et al, 1997). For example, Wong (2002, p 54) highlights that:

If we want quality teachers in our classrooms, we must make teacher training, support, and retention top priorities.

Wong’s argument emphasises the importance of the presence of guidance and support for all teachers in order to improve their teaching quality. Induction programmes are evident in

the USA, UK, Australia, Canada, New Zealand and Japan. In the Teacher Preparation and Professional Development Study of Asia-Pacific Economic Cooperation the necessity of teacher induction programmes is also emphasised:

Teacher induction programmes provide beginning teachers the support needed during the often difficult transition from pre-service education to actual classroom teaching, from students of teaching to teachers of students (APEC, 1997, p 1).

This suggestion implies that the transition from ITT to teaching is problematic and as a consequence all NQTs should be appropriately supported through induction in order to overcome any difficulties or problems they may face. The significance of the induction period for beginning teachers has also been highlighted by the literature (DES, 1989; DET, 2004; Eurydice, 2002; GTC, 1992; and HMI, 1992).

Additionally, the recruitment and retention of teachers has been identified, in several countries, as a growing problem in education, as discussed, for example, in a report funded by the Australian Government (Commonwealth Department of Education, Science and Training, 2002) and a UK report commissioned by the Department for Education and Skills (Totterdell et al, 2002). Similarly, according to Ross and Hutchings (2003, p viii):

Teacher retention of is at least as much of a concern as recruitment. A significant number of teachers leave the profession early – both within the first 5 years and subsequently

Indeed, teaching has been characterised as an occupation with high levels of attrition (the degree of losses of personnel) or high early career turnover, especially among beginners (Darling-Hammond, 2003; Goddard and Goddard, 2006; Grissmer and Kirby, 1997; Smith and Ingersoll, 2004; and Veenman, 1984). Darling-Hammond (2003, p 8) explains that:

Early attrition from teaching bears enormous costs ... High attrition means that schools must take funds urgently needed for school improvements and spend them instead in a manner that produces little long-term payoff for student learning.

This is the kind of problem that effective induction programmes can solve. “Induction programmes may represent cost-effective preventative strategies” (Bezzina, 2006, p 415). They may increase the retention of teachers by providing guidance and support for all NQTs and as a consequence may ease NQTs’ transition into the profession. According to Smith and Ingersoll (2004, p 681), a comprehensive induction programme, “including planning and collaboration with other teachers, has a positive effect on beginning teacher retention”.

The importance of the induction of NQTs is also based on the fact that ITT is unable to equip new entrants in the profession with all the knowledge, understanding and skills they will need during their career (American Federation of Teachers, 2000; Bezzina, 2006; and OFSTED, 1992). Teacher training has several known deficiencies (Beck et al, 2007; Lindgren, 2007; Liston et al, 2006; Marable and Raimondi, 2007; and Veenman, 1984). According to Veenman (1984, p 167):

Criticism is justified with regard to the (too large) tension between theory and practice, the accentuation of the academic subject matter knowledge instead of the skills of instruction of the school subjects, the teaching of isolated bits of information, the restricted student teaching experience, and loose control of the development of practical knowledge and skills in the public schools.

Unfortunately, the real world of a classroom is in many ways different and more demanding than NQTs are lead to believe during the ITT. This reality often disappoints

NQTs and encourages them to leave the profession. The induction period if well planned and implemented can help NQTs to solve the weaknesses of the ITT.

The induction of NQTs is also necessary because the variety of patterns of ITT means that teachers experience a wide range of programmes with different objectives. This has profound implications for the provision of induction that has to follow on from the base of initial training. The induction period should be planned according to the personal and professional needs of the NQTs arising also from their training deficiencies. If we want induction to be effective there should be clearer and stronger links between ITT institutions and schools involved in induction programmes (Earley and Kinder, 1994; Lee, 1997; TTA, 2005d). According to Lee (1997, p 16) “Induction should be a planned extension of ITT”.

Furthermore, we should have in mind that there is no major profession to which a new entrant, whatever his or her initial training, can be expected immediately to make a full contribution. It cannot be assumed that NQTs are proficient in teaching just because they have completed student teaching or some other more extensive field component. According to Tickle (1994, p 33):

NQTs face a lot of problems and challenges during the beginning of their careers and especially, when the transfer period from student teacher to experienced-teacher is not followed by systematic induction support, the first year in the profession can be characterised as a crisis situation.

Consequently, induction, guidance and support are necessary during an NQT's first teaching post in order to avoid disappointment and attrition.

Additionally, the best way to support, develop and cultivate an attitude of lifelong learning in NQTs is through induction programmes because as DET (2004, p 3) argues:

Effective induction increases the quality of teaching practice in schools, reduces the number of early-career teachers leaving the service and builds commitment to professional learning, teaching and public education.

### **Aims/purposes and content of induction programme**

Many teacher induction programmes have focused on the personal comfort levels of NQTs and on helping them adjust to the cultures of their school. This approach has been criticised. For example Cochran-Smith and Lytle (1999) emphasised that simply adjusting to the existing context does not automatically lead one to be an effective teacher. Wang et al (2008, p 132) conclude that:

States and school districts are moving the focus of teacher induction as socialisation and emotional support to supporting learning consistent with national curriculum standards.

These views imply that feeling comfortable and just adjusting to the school's culture does not necessarily lead to effective teaching and student learning. On the other hand, effective teaching and student learning should be amongst the most important purposes of induction programmes. Therefore, according to Moir and Gless (2001, pp 110-111):

The goal of these programmes (induction programmes) must be not only to retain teachers, but also to promote ambitious levels of classroom instruction that will help all students be successful ... High expectations, knowledge of how to create equitable learning experiences, and a firm belief in the power of the classroom teacher to effect student learning must be at the heart of every induction programme.

In other words induction should mainly focus on developing teachers' self-esteem and on improving teaching quality in order to help pupils achieve better outcomes.

The induction period can also be seen as an on-going process serving transitional purposes. Induction links ITT and in-service training and therefore should help NQTs to develop further the knowledge and skills they acquired during ITT and solve the weaknesses of their training. According to Bezzina (2006, p 415):

The purpose of induction is the further development in newly qualified teachers (NQTs) of those skills, knowledge, attitudes and values that are necessary to carry out those roles effectively. Induction forms a bridging process between their initial teacher education programme (i.e. pre-service phase) and getting fully established as a confident and competent practitioner.

Induction programmes for NQTs should accomplish all the following aims:

- ✓ initiate and retain high quality teachers (Goddard, 1993);
- ✓ mature NQTs faster (Hegler and Dudley, 1987);
- ✓ help NQTs understand the classroom, the school and community contexts (Commonwealth Department of Education, Science and Training, 2002) and system contexts (Hegler and Dudley, 1987 and Commonwealth Department of Education, Science and Training, 2002);
- ✓ avoid the types of frustration which encourage teachers to give up teaching/ avoid attrition (Commonwealth Department of Education, Science and Training, 2002; Hegler and Dudley, 1987; Paese, 1990; and Turner, 1994);

- ✓ improve teaching performance and promote a commitment to continual improvement (Hegler and Dudley, 1987, and Commonwealth Department of Education, Science and Training, 2002);
- ✓ promote the personal and professional well-being of beginning teachers (Hegler and Dudley, 1987);
- ✓ provide strategies for teachers in order for them to acquire new skills (Hegler and Dudley, 1987);
- ✓ counter isolation (Hegler and Dudley, 1987);
- ✓ bridge the gap between pre-service preparation and employment (Commonwealth Department of Education, Science and Training, 2002);
- ✓ ease NQTs' transition into the profession (Commonwealth Department of Education, Science and Training, 2002);
- ✓ assist NQTs to understand the scope of their professional role (Commonwealth Department of Education, Science and Training, 2002); and
- ✓ help NQTs to deepen their understanding of teaching and learning (Goddard, 1993).

Finally, according to Stansbury (2001, p 18) “an induction programme aims at supporting beginning teachers ... using assessment strategies to inform support”. This argument implies that NQTs should be assessed during the induction period in order to offer them the most appropriate forms of support.

In sum the literature says the following about the expected aims of an effective induction programme. The induction period should do more than assist new teachers to survive. Increasingly, induction programmes should both support new teachers to cope with their new responsibilities and roles as teachers, and help them to learn how to teach in ways that promote the successful engagement and learning of all of their students. Induction should not necessarily provide “answers”, but should equip teachers with the support and the skills of enquiry and discussion with which to seek and gain their own answers to their particular



and school-specific needs. In addition induction programmes should inform the NQTs about the curriculum, the teaching methods and recent innovations. There would be little disagreement that the major outcome of induction should be a well-established and effective teacher who wishes to remain in the profession whilst wanting to continue to develop. Induction is in part a socialisation process, an initiation into both the culture of the school and the culture of the profession. Induction should also form a vital link between ITT and on-going professional development. The induction should serve several purposes, including orientation to the profession and the school, personal and professional support, opportunities to develop the knowledge, skills and attitudes essential for effective teaching and evaluation (formative and summative).

Induction programmes should include a variety of subjects. Research and literature suggest that induction programmes for NQTs should reference:

- ✓ pupil behaviour (Veenman, 1984; Hardy, 1999; Kearns, 2001; and Totterdell et al, 2002);
- ✓ subject knowledge (Hardy, 1999; Kearns, 2001);
- ✓ special educational needs (Kearns, 2001);
- ✓ professional support (Hardy, 1999); and
- ✓ day-to-day procedures (Hardy, 1999).

Consequently, induction programmes should focus on some combination of the following topics: teaching methods, techniques and evaluation processes; curriculum content; classroom management and pupils' discipline; advice to students; school policies and expectations; and professional obligations. Every school should lay emphasis on those subjects that NQTs need more guidance and support.

## **Characteristics and difficulties of the first years of teaching – Problems that NQTs encounter during the first years of teaching**

Teaching in the 21st century is not the routine occupation it may have been some years ago. NQTs face unpredictable situations. They face a lot of problems and challenges as there are always high expectations of teachers, particularly as they are likely to be regularly judged by the head teacher, colleagues, parents and pupils. They have to have something to teach, they have to plan their lessons and manage the classroom, and they have discipline problems to cope with. In addition, they have to meet parents and they have to work with the community.

A problem is seen as a difficulty that beginning teachers encounter in the performance of their task, so that intended goals may be hindered (Veenman, 1984, p 143).

NQTs have to face all these challenges from the first day they start their work.

NQTs leave ITT and enter the profession believing that teaching is not all that difficult. Additionally, teacher students tend to believe that they will experience less difficulty than the average first-year teacher (Weinstein, 1988). In the classroom this belief quickly turns into disappointment when the new teacher confronts the demands of teaching. The most traumatic transition that teachers make during their professional career begins when they accept their first teaching assignment. The entry of NQTs into full-time teaching is widely acknowledged as problematic. Smith and Ingersoll (2004, p 682) say that “the initiation of new teachers is akin to a “sink or swim,” “trial by fire,” or “boot camp” experience”. Additionally, according to Commonwealth Department of Education, Science and Training (2002, p 8):

The same metaphors - 'sink or swim', 'thrown in at the deep end', 'survival of the fittest' – are used to describe the ad hoc processes that characterise the induction experiences of many young teachers

According to Bezzina (2006, p 415):

The beginning teacher is often 'thrown in at the deep end', with a full teaching load and associated responsibilities. He/she often has few, if any, support structures to draw upon and can feel isolated, stressed and anxious.

For those NQTs who feel that the gap between vision and what they are able to do in their current contexts is too vast, the distance can lead to tension, doubt, disappointment, and feelings of failure (Hammerness, 2006, p 433).

As a consequence, NQTs often feel insecure about their chosen profession and some consequently abandon it.

Usually, the period of transition from students to professionals is characterised as a "reality shock" experience for NQTs (Bezzina, 2006, p 417; Commonwealth Department of Education, Science and Training, 2002, p 11; Veenman, 1984, p 143). According to Veenman (1984, p 143) the reality shock:

Is the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life.

Reality shock is a term which describes the initial negative effect of teaching on NQTs. Similarly, Bezzina (2006, p 417) argues that the reality shock:

Is caused by the beginning teacher's realisation about the world of teaching and her lack of preparation for many of the demands and difficulties that teaching brings with it.

The literature suggests that usually the reality shock includes symptoms like stress; self-doubt; changes of behaviour; changes of attitudes; changes of personality; and leads to attrition (Commonwealth Department of Education, Science and Training, 2002, p 19; and Veenman, 1984, p 144).

Many factors contribute to this reality shock. These factors can be grouped into personal and situational factors. Veenman (1984, p 147) says:

Personal causes may be a wrong choice for the teaching profession, improper attitudes, and unsuitable personality characteristics. Situational causes may be inadequate professional training, a problematic school situation.

Some other factors that can lead to the reality shock are:

The demands of the teaching role, overwhelming workload, physical and professional isolation, conflict between expectations and reality, difficult initial teaching assignments and inadequate induction (Commonwealth Department of Education, Science and Training, 2002, pp 20-21).

All these factors suggest that NQTs need guidance and support from the first day of their first teaching post.

Effective induction programmes should aim to minimise reality shock by addressing NQTs' personal support needs, as well as issues relating to pedagogy and professional responsibilities. High quality support for NQTs should also aim to lower attrition rates. All

these concerns suggest that NQTs must be supported with appropriate induction support. The high-ranking officials of the MoEC should have in mind that as teaching increases in demand and complexity, transition into the profession for beginning teachers will become more and more difficult, and the imperative for effective support programmes will grow.

The sources of NQTs' problems and difficulties are the weaknesses of the ITT provision to equip them with all the knowledge and skills they will need during the first teaching post: the inadequate induction process; the lack of support; the demanding and stressful occupation; and particularities of the school in which they work. Liston et al (2006, p 352) argue that:

Sources of NQTs' struggles are the inefficiency of ITT to prepare them for the demands of daily classroom life and for the specific tasks they must accomplish; teacher preparation programmes devote too much attention to theory and not enough to the practical skills of teaching; the emotional intensity and stress of the beginning years; and the fact that they teach in workplaces that are not adequately organised to support their development and learning.

Other factors that make the first years of teaching difficult are:

NQTs are often given more challenging teaching assignments than their experienced colleagues, multiple class preparations, are likely to be assigned to teach low-performing students, and are not given professional support, feedback, and demonstration of what it takes to be an effective teacher (Andrews et al, 2007, p 3).

These factors have implications for head teachers. They should ask NQTs about their class and subject teaching preferences before allocating teaching loads. Additionally, head teachers should be sensitive with the NQTs' timetable and workload and should provide them with the necessary guidance and support.

It must be also emphasised that another source of NQTs' problems is their inexperience. NQTs do not trust their own decisions because they do not feel confident. The lack of experience leads to time consuming decisions and actions which are already routine tasks for more experienced colleagues. Consequently, NQTs spent a lot of their precious time on issues of secondary importance and not on important issues that concern more experienced teachers.

In order to plan and implement the right and effective induction programme for every NQT it is important to specify the problems that every NQT faces during their first years of teaching. Many studies have been conducted to determine these problems. Generally, it can be said that NQTs, more or less, encounter similar problems through time and from country to country. What differentiates things, from study to study, was which problems were perceived as the most serious, common or frequent. For example a problem that has been identified as the most serious or common in one study might have been the second or third most serious in another study, or the percentage of NQTs facing a particular problem or difficulty varies from study to study. Veenman reviewed studies from different countries relating to the problems that NQTs encountered during the first years of teaching experience. He argued that:

The eight problems perceived most often are classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organisation of class work.

insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students” (Veenman, 1984, p 143).

Brock and Grady (1998) also reported classroom management and discipline; handling angry parents; grading/ evaluating pupils’ work; and handling pupils’ conflicts. They also added two more problems relating to emotional problems: dealing with stress and feeling inadequate as a teacher. On the other hand, Draper et al (1997, p 285) and Liston et al (2006, p 352) specified that “NQTs encountered discipline and management problems during the initial months of their career”. Consequently, the induction programme coordinators, the head teacher, the mentor and colleagues should provide support from the first day of an NQTs’ first teaching post in order to minimise problems relating to discipline and classroom organisation and management. Similar to the previous findings:

Maltese NQTs face difficulties in class discipline and classroom control. They also encounter problems relating to coping with mixed ability classes, curriculum demands, work overload and physical exhaustion (Bezzina, 2006, p 423).

Knowledge of the problems that NQTs encounter during their first years of teaching experience provides important information for the planning, redesigning, improvement and implementation of the ITT and induction support. NQTs, during the induction period, should be continuously monitored and asked about the problems and difficulties they face in order to be properly and effectively supported. We should not forget that NQTs face difficulties and problems which change over time and from person to person.

## **The importance of NQTs' needs identification and consideration of these needs in the development of an induction programme**

Cyprus primary teachers graduate from various countries (Cyprus, Greece and United Kingdom for example) and different universities. The variety of patterns of ITT means that teachers experience a wide range of programmes with different objectives. As a consequence student teachers receive different ITT and have different experiences. Therefore NQTs have different personal and professional needs and expectations of the profession. Indeed, “the background and experience of NQTs is likely to affect their particular needs as inductees” (Coleman, 1997, p 159). According to Whisnant et al (2005, p 24) “the needs of these NQTs may vary based on their level of preparation and qualification”. NQTs' needs vary from situation to situation and between individuals. The individuality of the NQT needs to be recognised.

These realities have profound implications for the provision of induction that has to follow on from the base of initial training. Induction programmes should be individualised to take into account the specific needs of NQTs and their professional experience that needs to be developed. Bubb and Earley (2006) and Karagiorgi and Symeou (2006) underline that professional development (PD) should be aligned with the learning needs of teachers and not to providers' interests. Karagiorgi and Symeou (2007, p 176) add that “When PD is planned and focused upon teachers' needs, it is likely to be more effective”. Therefore, NQTs' needs and expectations should be considered in the development of a school-based induction programme. Induction programmes must directly address NQTs' specific needs and concerns, must be flexible and should be negotiated on the basis of individual needs and goals rather than standardised content. This statement is supported by the literature (Blair and Bercik, 1992; Brock and Grady, 1998; Commonwealth Department of Education, Science and Training, 2002; Draper et al, 1997; and Waterhouse, 1993). Needs



assessment would lead to the development of induction programmes that are feasible and within teachers' classroom realities. Therefore, the NQTs' involvement in the planning of the induction programme is essential (DfES, 2003; NAFW, 2003; NUT, 2003; and Karagiorgi and Symeou, 2007). NQTs should participate in the planning, problem solving, decision making and implementing of the induction activities in order to receive the most appropriate and necessary guidance and support according to their weaknesses and the difficulties they face.

In order to plan and implement an effective induction programme it is vital to answer the question: "What needs do the NQTs have"? "NQTs have a range of intersecting needs across three dimensions: the pedagogical, the professional and the personal" (Commonwealth Department of Education, Science and Training, 2002, p 24). Effective induction programmes should aim to address these needs and concerns in a multi-dimensional way (Brock and Grady, 1998; Blair and Bercik, 1992; Draper et al, 1997; Waterhouse, 1993; and Commonwealth Department of Education, Science and Training, 2002). At the same time effective induction programmes should recognise that professional behaviour and teaching performance at the beginning of a teacher's career are mainly determined by internal motives. Therefore:

Needs such as security and self-esteem must be satisfied first before NQTs can behave as autonomous people and respond more effectively to the realities of their occupation in order to perform a successful and satisfying job (Veenman, 1984, p 165).

According to Veenman (1984, p 163):

Four specific needs were most salient during early role transition: need for respect, need for liking, need for belonging, and need for a sense of competence.

It must be also emphasised that these basic needs affect the NQTs' perception of self and role, which in turn affects the decisions they make. Consequently, induction programme coordinators during the first months of NQTs' first appointment should take the right actions in order to develop and satisfy the emotional needs of NQTs.

However, apart from the NQTs' needs there are the school or organisational needs. Explicit connections between the school development needs and individual personal or professional needs should be developed. DET (2004, p 3) recognises:

The value of integrating school-based induction into the professional learning component of the school plan, whilst maintaining a clear focus on the new teachers' needs.

This recognition implies that an induction programme should harmonise individual's needs with the needs of the school within which they work.

### **School-based induction programmes**

Schools are seen as having the professional responsibility to ensure that NQTs are provided with the proper basis from which to build for the future. Therefore, individual schools should actively support the professional development of all new entrants to teaching by the provision of an induction programme that will meet the needs and maximise the potential of each NQT. Bezzina (2006, p 420) argues that "in-house, site-based managed programmes need to be organised and supported" because as the Commonwealth Department of Education, Science and Training (2002, p 8) asserts "the 'real' induction must occur at the school level". These induction programmes should be "firmly based in classroom and school realities" (NUT, 2003, p i) because the principles for effective

induction call for more school-based systematic approaches. The importance and necessity of the school-based induction programmes are also emphasised by Bezzina (2006, pp 420-421) who noted that school-based induction programmes may also help “to improve teaching and learning outcomes for students and teachers”. As it has been argued earlier, effective teaching and student learning should be one of the most important purposes of induction programmes. Additionally, “school-based training would offer greater opportunities to integrate teachers’ education with school improvement efforts” (Karagiorgi and Symeou, 2006, p 57).

Ultimately, quality in induction is determined by local practice and commitment. However, systems and districts are also important, not only because of any direct involvement they may have in induction, but also, and more importantly, because they have a capacity to influence local action. Moreover:

Systems and districts have a critical role to play in partnership with schools to promote quality, consistency and equity in support processes for beginning teachers (Commonwealth Department of Education, Science and Training, 2002, p 8).

Consequently, the Local Education Authorities (LEAs) should provide NQTs with the support and training that is beyond the reach of individual schools to attempt to provide. The expertise, experience and wider perspective of LEA personnel should be seen as a resource for schools to use. LEA working in partnership with schools can effectively support the management of school-based induction and the professional development of teachers.

## **Common characteristics of effective school-based induction programmes**

Given the importance of induction, various researchers have attempted to identify the most effective components. But what does "effective" mean in the context of induction?

According to Cameron (2007, pp 15-16):

The measures of the effectiveness of induction programmes internationally are whether they reduce the attrition of teachers in the early years of teaching ... the impact of induction on teacher satisfaction and confidence ... the impact of induction on the achievement of pupils taught by teachers who experienced high quality induction programmes ... and the impact of induction on teachers' expertise.

The most common measure of the effectiveness of induction programmes internationally is whether they reduce the attrition of teachers in the early years of teaching. This is justified by the fact that teaching has been characterised as an occupation with high levels of attrition or high early career turnover (Darling-Hammond, 2003; Goddard and Goddard, 2006; Grissmer and Kirby, 1997; Smith and Ingersoll, 2004; and Veenman, 1984). However, reducing the attrition of NQTs does not necessarily mean that induction is effective and consequently does not necessarily mean that induction has effects on teacher quality or on pupils' outcomes. Additionally, feeling satisfied and just adjusting to the school's culture does not necessarily lead to effective teaching and pupil learning.

Therefore, effective teaching and pupil learning should be amongst the most important and common measures of the induction programme's effectiveness. It is suggested that teacher induction support may play an important role in determining teacher quality, which, in turn, has an effect on pupil outcomes (Strong, 2006). Strong (2006) identifies a lack of research into this issue and attributes this lack of research to the difficulty of obtaining necessary data, the variability of support programmes, the unevenness of achievement

testing schedules, and the many other variables that may influence pupil achievement that need to be controlled. Independently of these difficulties we should find ways to measure the impact of induction on teaching quality and pupil outcomes because only then will we be certain that an induction programme is really effective.

Various researchers have attempted to identify the most effective components of effective induction programmes. Generally, it can be said that induction needs to be broadly conceived and it should not be limited to single, short-term purposes such as orientation or assessment for probation. Neither should it focus only on the development of pedagogical skills.

Without doubt, effective induction provides a proper foundation for a career where learning and development are considered to be on-going (Earley and Kinder, 1994, p 145).

The literature suggests that effective school-based induction programmes should include the following elements, which are common in many international studies:

- ✓ individual structured induction programme (Andrews, 1987; Huling-Austin, 1992; Tickle, 1994; and Tolley et al, 1996);
- ✓ NQTs have access to a professional tutor – mentor (Andrews, 1987; Andrews et al 2007; APEC, 1997; Bezzina, 2006; Coleman, 1997; Commonwealth Department of Education, Science and Training, 2002; Huling-Austin, 1992; Ingersoll and Kralik, 2004; Moyles et al, 1999; Nemser-Feiman, 1996; Tickle, 1994; and Tolley et al, 1996);
- ✓ reduced workloads and release time for NQTs and mentors for observation, analysis and attendance at courses and seminars (Andrews, 1987; Bleach, 1999;

Commonwealth Department of Education, Science and Training, 2002: and Ingersoll and Kralik, 2004);

- ✓ opportunities to observe other experienced colleagues in order to explore good teaching and learning practice and opportunities of being observed by other trusted colleagues followed by discussion and feedback (Andrews, 1987; Bleach, 1999; Huling-Austin, 1992; Ingersoll and Kralik, 2004; Tickle, 1994; and Tolley et al. 1996);
- ✓ common planning time for collaboration among beginning teachers and mentors (Ingersoll and Kralik, 2004; New Zealand Teachers Council & Ministry of Education, 2006);
- ✓ work in a collegial and co-operative fashion with mentors and other staff members (Ingersoll and Kralik, 2004; New Zealand Teachers Council & Ministry of Education, 2006);
- ✓ meetings with other NQTs (Andrews, 1987; Huling-Austin, 1992; Tickle, 1994; and Tolley et al, 1996);
- ✓ continuous professional development relevant to the needs of NQTs and on the personal and professional qualities NQTs bring to the profession (Commonwealth Department of Education, Science and Training, 2002; and Ingersoll and Kralik, 2004);
- ✓ a standards-based formal assessment of beginning teachers based on a recognised set of standards for effective professional practice (Commonwealth Department of Education, Science and Training, 2002; and Ingersoll and Kralik, 2004);
- ✓ a formal assessment of the induction programme (Commonwealth Department of Education, Science and Training, 2002; and Ingersoll and Kralik, 2004);

This literature implies once again that an effective induction programme should be individually structured taking into account the personal and professional needs of NQTs as

well as the school's development needs. At the same time in an effective induction programme the presence of a mentor is a precondition. The induction programme should include opportunities of classroom observation and feedback and regular contacts with other NQTs in order to share ideas and experiences. And in order to have time to accomplish all these activities NQTs should have less workload and more release time.

Attention must be given to the actual implementation of the activities/opportunities to ensure that they provide the intended support. Even strategies that are generally highly-ranked by NQTs, such as mentoring, observations or reduced teaching load are sometimes criticised by teachers because they were not properly and effectively implemented. Therefore, the induction programme as a whole should be evaluated continuously in order to monitor their effectiveness and to suggest necessary changes for improvement.

Teachers entering a school that exemplifies good induction and staff development practices should observe the following situations (Andrews, 1987, pp 144-145):

First, strong induction programming would be characterised by experienced and beginning teachers participating in the planning, problem solving, decision making and implementing of the induction activities. Second, induction activities would be incorporated into an encompassing professional development plan. Third, induction programming would utilise many school-focused activities using various instructional and workshop formats.

Similarly, DfES (2003); Karagiorgi and Symeou (2007); NAFW (2003); and NUT (2003) note the importance and necessity of the enhanced involvement of NQTs in the planning of the induction programme.

Comparing the various arguments about what are the characteristics of an effective induction programme it can be seen that induction programmes should serve several purposes. Induction should be seen as an extended and multi-faceted process, which provides beginning teachers with orientation to the profession and the organisation, personal and professional support, and opportunities to develop the knowledge, skills and attitudes essential for effective teaching. Additionally, induction programmes must directly address NQTs' specific needs and concerns, must be flexible and should be negotiated on the basis of individual needs and goals rather than standardised content. There is not and should not be a pre-packaged induction programme that is exactly the same for all NQTs. Furthermore, the induction programme should be a part of a school-wide approach to supporting all staff. All teachers should take active roles in the induction of all NQTs. A culture of shared responsibility and an environment of mutual support, trust and recognition, collaboration and development should be established (Turner, 1994; Blair and Bercik, 1992; Draper et al, 1997; Wu, 1998; Huling-Austin, 1992; and Gibbons and Norman, 1987). Induction programmes should combine a range of strategies to serve different purposes and needs. Particularly mentors should be assigned to work with NQTs (Andrews, 1987; APEC, 1997; Moyles et al, 1999; Nemser-Feiman, 1996; Tickle, 1994; and Huling-Austin, 1992) and they should be available whenever the new teacher needs help and guidance. In addition, the induction programme should include opportunities of classroom observation and feedback (Tickle, 1994; Wu, 1998; and Huling-Austin, 1992) and regular contacts with other NQTs in order to share ideas and experiences. Assessment of NQTs should be managed so that it does not conflict with the provision of support (APEC, 1997 and Stansbury, 2001). Finally induction programmes should be systematically evaluated. Formative and summative evaluation should be used (Andrews, 1987; Commonwealth Department of Education, Science and Training, 2002; Yusko and Feiman-Nemser, 2008) and the induction process should be informed by a recognised set



of standards for effective professional practice (Commonwealth Department of Education, Science and Training, 2002; NUT, 2003; and Wang et al. 2008).

**“Staff Handbook” – Workshops/Sessions before the beginning of the school year, introducing induction arrangements to NQTs**

NQTs should be equipped with the staff handbook (Waterhouse, 1993, p 18; and Commonwealth Department of Education, Science and Training, 2002, p 15).

It should contain information about school and curriculum policies, staffing structures, resources and financial information, legal responsibilities and information about the professional support available, within school and within the LEA, to enable them to be clear about what is expected of them and what they should expect from their pupils (Waterhouse, 1993, p 18).

In addition, all NQTs should attend a structured training session lasting a few days before school begins introducing induction arrangements to NQTs (Totterdell et al. 2002; and Wong, 2002). Furthermore in these sessions NQTs should have the opportunity to meet their mentors and solve any immediate concerns and needs.

**Access to a professional mentor – tutor. Roles and responsibilities of mentor–tutor. Mentor-tutor selection and training**

School-based induction programmes presuppose the introduction of mentors in every school in which induction programmes for NQTs occur. According to literature, mentoring is one of the most widely used strategies for providing individualised guidance and support (APEC study, 1997; Bezzina, 2006; and Commonwealth Department of Education, Science

and Training, 2002). Mentoring is seen as an effective method for supporting and socialising NQTs. Throughout each developmental stage of the induction experience NQTs need their instructional and curriculum innovations to take place under relatively safe and effective conditions. This positive atmosphere will normally result when new teachers receive judicious collegial support from their mentors. A mentor relationship is characterised by openness and confidentiality. A mentor is not a problem-solver but rather a listener, who encourages and challenges the NQT's thoughts and reflections. Mentors need to encourage NQTs to learn from their own experiences if they are to develop a vision of good teaching and gain long-term effects from mentoring.

In its most effective form, mentoring is seen as offering a mutually beneficial professional development experience for both mentors and NQTs. For NQTs mentoring provides opportunities to reflect on their work; question their practices and challenge the assumptions that underpin schooling and approaches to education. For mentors, the most frequently mentioned benefit of mentoring is that serving as a mentor causes teachers to reflect on their own teaching knowledge, beliefs and practices (Commonwealth Department of Education, Science and Training, 2002, p 31).

Mentors also mention that they gain valuable knowledge from the competency framework which is used as a basis for joint planning, review and evaluation by associate teacher and mentor (Murray et al. 1998, p 25).

Consequently, the importance of mentoring also lies in the fact that it offers personal and professional development not only for the NQTs but for the mentors too. On the other hand it can be said that a mentor who continues to develop may help and guide NQTs more and more effectively.

Across different countries the mentor role is referred to using different terms: tutor, counsellor, supervising teacher, peer supervisor and master teacher and may be defined in different ways: mentor as classroom support; classroom analyst; collaborative planner; informationalist; and welfare monitor. Additionally, according to Coleman (1997, pp 160-161):

Mentoring may be focused on the subject mentor and the increase in professional competence, or it may be focused on a wider role, stressing the functions of socialisation and acculturation.

Coleman's point implies that the mentor may take the role of fostering self-esteem and self-reliance in the NQTs or may take the role of the person who will help NQTs understand the school culture and fit in to it and help them orientate to the organisation and the profession. However, it is clear that it will be more effective and supportive for NQTs if the mentor takes multiple roles.

Andrews (1987, p 150) defines the mentor as:

An experienced teacher who is assigned or, preferably, volunteers to become the immediate supervisor of the beginning teacher... is the person who assumes the supervisory, counselling, and sometimes evaluative role with the beginning teacher.

However, the APEC teacher induction study (1997, p 14) takes a different view and argues that "mentoring consists of pairing veteran teachers with beginning teachers to offer guidance and support". It is obvious that there is a disagreement or different opinion about the role of mentor between the two definitions. Andrews mentions the evaluative role of mentors whilst the APEC study focuses on the supportive role. Both definitions note that a

mentor should be an experienced/veteran teacher but the issue of the role of mentors in the evaluation process will be discussed later in detail.

The importance of the mentor is well documented in the literature (Andrews, 1987; Andrews et al 2007; APEC, 1997; Coleman, 1997; Huling-Austin, 1992; Moyles et al, 1999; Nemser-Feiman, 1996; and Tickle, 1994). The literature suggests that where a new teacher is appointed, the school should identify one member of the school staff to act as mentor. Characteristically Andrews (1987, p 152) argues that:

Adoption of a mentoring programme within a staff development programme does greatly enhance the induction experiences of the beginning teacher...teachers, both new and experienced, would benefit...will promote the value of continuing education programmes.

Andrews emphasises the importance of the mentoring programme to be a part of a staff development programme which supports all teachers. Similarly, according to Moir and Gless (2001) induction programmes are more likely to impact on teacher attitudes and practice when they are part of professional learning environments that support and challenge all teachers to use evidence to inform their teaching decisions. This argument implies that induction is designed and implemented in a way that supports the personal and professional development of all the teaching staff and consequently it leads to school development and improvement. Additionally, mentoring has a positive impact on teacher retention (Andrews et al, 2007; Ingersoll and Kralik, 2004; and Marable and Raimondi, 2007) and contributes to the success of new teachers (Andrews et al, 2007). As we have seen earlier mentoring offers personal and professional development for NQTs by supporting, guiding and socialising NQTs. Consequently, mentoring may ease NQTs' transition into the profession and as a result it may increase the retention of NQTs.

Mentors need preparation and training (Cameron, 2007; Coleman, 1997; Earley, 1993; Huling-Austin, 1992; MSDS4, 1996; Ponticell and Zepeda, 1997; Rippon and Martin, 2003; and Totterdell et al, 2002) and sufficient time to perform their role (Commonwealth Department of Education, Science and Training, 2002). Brock and Grady (1998, p 182) explain that “not all successful teachers have the qualities or skills to become successful mentors”. Additionally, NCRTL (1995) emphasises that mentors do not automatically have the skills needed to effectively support beginning teachers, and advocates “a culture of mentoring” where mentors learn new skills and work with other mentors to improve their teaching and practices. Ganser (2002, p 51) identifies the importance of training when he argues that:

As the expectations for mentoring extend beyond providing emotional support, assistance with policies and procedures, and superficial instructional assistance to influencing the practice of new teachers in significant ways, the need for appropriate and thorough mentor training becomes all the more important.

Therefore districts and schools need to establish criteria for the selection of mentors; define the mentors’ role and provide training to meet role requirements. Cullingford (2006) suggests that:

Mentors need training relating to the purposes of induction programmes, working with the adult learner, stages of teacher development, concerns and needs of beginning teachers, clinical supervision, classroom observation, teacher reflection, and fostering self-esteem and self-reliance in the beginning teacher.

Mentors could also benefit from training in how to discuss subject matters with the NQT, provide diagnostic and constructive feedback and help teachers set their own targets.

However, what qualities does the mentor need to be successful? According to Tickle (1994, p 179):

The essential qualities of the teacher that should be considered in mentor selection are: credibility as a teacher, experience, empathy, sympathy, sensitivity, approachability, sense of humour, good listener, calm manner, accessibility, availability, positive constructive nature, supportive, encouraging, honesty and reliability.

Additionally, Rippon and Martin (2003, pp 224-225) report that:

New teachers seek mentors who are approachable, with the time and skills to provide emotional support; who are enthusiastic, well-regarded and credible teaching role models; who possess current and relevant educational knowledge and skills, and who are able to observe and give feedback on teaching. Critical is the personality of the mentor and his/her ability to guide the relationship.

Many studies highlight the importance of the quality of relationships between the mentor and the NQT in the induction process. According to Rippon and Martin (2003, p 215):

The most desirable type of relationship between NQTs and their mentors is the type of relationship that combines interactions which fulfil procedural requirements and develop a genuine partnership based on professional and interpersonal collaboration.

The best way to achieve this kind of relationship is to help both NQTs and their mentors to be aware of and understand the importance of the quality of the relationship, the attitudes and behaviour of those involved and the interpersonal skills required. According to Rippon and Martin (2003, p 223):

On one side, the mentor needs to recognise the rights of the NQT to be treated with respect and trust, to be an active partner in dialogue and to be given effective feedback in an honest, sensitive way. On the other side, the mentor has the rights to give constructive feedback, to be listened to and taken account of.

There are strong arguments that it is better to match mentors and NQTs of the same gender and who teach in the same grade and level (Commonwealth Department of Education, Science and Training, 2002; and Ponticell and Zepeda, 1997) and that using multiple mentors can enhance the effectiveness of the induction programme, especially where mentors' efforts are coordinated (Britton et al, 2000). NQTs need daily, timely and relevant guidance. This implies that mentors and NQTs should have daily contact, teach in the same subject areas and in the same grade. Direct incentives like receiving promotion and financial bonus should be provided for experienced or excellent teachers to become mentors (Commonwealth Department of Education, Science and Training, 2002, p 29).

### **Reduced timetable – Release time for professional development**

As we have seen earlier NQTs all over the world are usually appointed by the authorities with substantial duties, overloaded timetables with limited support. The literature argues that “overwhelming workload is one of the factors that leads to the reality shock which in turn leads to attrition” (Commonwealth Department of Education, Science and Training, 2002, p 19). Consequently, reduced daily timetable and reduced teaching load should be allocated for all NQTs and they must be considered as vital components of an induction programme (Coleman, 1997; Commonwealth Department of Education, Science and Training, 2002; DCSF, 2007; Jones et al. 2002; Karagiorgi and Symeou, 2007; Main, 2007; and Totterdell et al. 2002).

NQTs should have a reduced workload and more release time in order to have time to accomplish all the forms of activities for which they are responsible. As Jones et al (2002, p 505) note:

A smaller percentage teaching timetable would give more time to work on and improve standards and relieve pressure of work, marking and preparation.

And of course the head teacher and the mentor should ask NQTs about their class and subject teaching preferences prior to allocating teaching loads. According to the NUT (2003, p 5) “NQTs should have a timetable of no more than 90 per cent of normal average teaching time to allow their induction to take place”. This extra release time should be used effectively and productively and should be distributed appropriately according to the needs of the NQTs and their school. Reduced teaching loads give NQTs time to observe and work alongside their colleagues, visit other schools and attend regular induction meetings and courses provided by the LEA to enable them to meet other NQTs and share experiences. Furthermore,

The school should protect the release time, allocate it at appropriate intervals and be timetabled well in advance to allow planned use of the time (NUT, 2003, p 5).

According to DCSF (2007, p 20) “it is important to ensure that the time is protected and that it is not used simply as ‘non-contact time’”. It is also important to mention that NQTs rate “reduced teaching load” as one of the most valued strategies of induction programmes (Commonwealth Department of Education, Science and Training, 2002; Karagiorgi and Symeou, 2007; and Totterdell et al. 2002).



## **Observation of other experienced colleagues teaching, being observed and follow-up discussion/feedback**

Induction programmes should include opportunities for NQTs to observe other experienced colleagues in order to explore good teaching and learning practice, and opportunities of being observed by other trusted colleagues followed by discussion and feedback. According to (NUT, 2003, p 6):

All such opportunities should be properly planned in advance and the criteria to be used for observations and the means of recording any discussions should be discussed and agreed with NQTs.

NQTs report that observing other teachers is one of the most effective means of developing a repertoire of teaching strategies. The importance of observation is well documented in the literature (Huling-Austin, 1992; NUT, 2003; Tickle, 1994; and Wu, 1998). In a 1997 Asia Pacific Economic Cooperation study of induction in Pacific Rim countries, the most supportive programmes were those in which observation was an organic part of school life:

Movement between the new teacher's classroom and the experienced teacher's classroom is continual and expected by the new teacher, the experienced teacher, and the students. The observations are not disruptive, because they are commonplace" (APEC. 1997, p 172).

NQTs should regularly have their teaching observed and have a follow-up discussion, have professional reviews of progress and observe experienced teachers teaching. "The observation itself should be followed by formative feedback" (Coleman, 1997, p 157) and discussion that takes account of the NQT's intentions and beliefs (Martinez, 1993). The critical issue is that observation opportunities are followed by feedback and discussion that takes account of the NQT's intentions and beliefs.

The frequent observation by fellow teachers is non-threatening assessment that can help the NQTs improve. Similarly, Waterhouse (1993, p 18) notes that:

Regular observation and support in the classroom, by the mentor and head teacher, should not be threatening or negative.

To the contrary, if the observation is associated with assessment for probation, rather than developmental support, it is ranked low by NQTs. Similarly, “NQTs are very critical of half-hearted or perfunctory feedback” (Commonwealth Department of Education, Science and Training, 2002, p 15). Therefore, it is essential to emphasise that attention must be given to the actual implementation of the observations to ensure that they provide the intended support. The format that observations take is emphasised because sometimes NQTs complain that the observations are not being properly and effectively implemented.

Effective induction programmes should also include opportunities for regular contacts with other NQTs in order to share ideas and experiences. NQTs highlight meeting beginning teachers from other schools as a particularly valuable strategy.

The teachers see such meetings as providing an opportunity to share common experience, and they find reassurance in the fact that they are not the only ones experiencing difficulties in their first year. The external setting provides a level of ‘safety’ often not available inside school. The most significant benefit is that beginning teachers can validate their experience, and discover that ‘it’s not just me’. These opportunities usually occur through face-to face meetings, but can use other methods, such as email discussion lists. Peer support occurs both formally and informally (Commonwealth Department of Education, Science and Training, 2002, p 15 and p 30).

## **Formative and summative evaluation of NQTs**

Research has identified a number of tensions in the role of mentors in the assessment of beginning teachers. The relationship between the supportive process of induction and the judgemental process of assessment for permanency is a hotly debated topic in the literature.

In most systems, including the Cyprus educational system, NQTs are initially appointed on probation, and must be assessed during their first or second year of teaching experience before getting a permanent appointment. Andrews' analysis of induction programmes from five countries suggests that:

Principals or other assigned members of the induction support team should be responsible for providing summative evaluation and formal documentation on the progress and eventual recommendation of certification for the beginning teacher (Andrews, 1987, pp 143-144).

Those who provide support to NQTs tend to know them very well, at least better than any other person, and are therefore in the best position to provide valid assessments. According to OERI (1986, p 2):

The induction period is used to assess new recruits' strengths and weaknesses and to bring their performances up to school standards.

From these arguments one can conclude that the induction period is primarily seen as an appraisal period for the NQTs and that the people who offer support to them should also take part in the process of evaluation for permanency. According to Yusko and Feiman-Nemser (2008) formative assessment and summative assessment can coexist, and with appropriate training and support it is possible for mentors to combine both processes while

retaining the trust of new teachers and promoting NQTs' development and their students' learning.

In contrast, Lindgren (2007, p 242) argues that "mentoring is not similar to supervision and that the mentor should not have appraisal or reporting obligations". She also adds that "what the mentor and the NQT talk about is confidential" (Lindgren, 2007. p 242). In the same way, Dowding argues that "induction should be a positive, uplifting experience, and therefore must be kept separate from appraisal" (Commonwealth Department of Education, Science and Training, 2002, p 26). Blair and Bercik (1992, pp 25-26) also argue that teacher induction should "help the new teachers gain success, develop a support system for new teachers and to serve as a facilitator not an evaluator". Hobson et al (2007, p 131) in their study "Becoming a Teacher Project" conclude that:

There are also some indications that the effectiveness of mentoring support provided to NQTs could be enhanced if the person most responsible for facilitating the professional development of the NQT (the Induction tutor or mentor) was released from the additional responsibility of undertaking formal assessment of the work of that NQT against the Standards.

These four arguments point out that the processes of support and assessment should be separated. This means that the role of mentor and appraiser should be carried out by different people. The reason is that assessment is stressful for NQTs, and promotes feelings of insecurity rather than trust. The disagreement about the role of mentors in the evaluation process also exists between the members of Cyprus Primary Teachers' Union - POED. Some members suggest that the mentor should not be involved in the process of teachers' assessment while others insist that mentors must participate in the process (POED, 2001).

An alternative view suggests that assessment of NQTs should be downplayed (APEC, 1997). This means that assessment is not the primary focus of the induction process but it can be frequent and performed by a range of people. According to APEC (1997, pp 172-173):

The absence of serious concern by all participants in the induction programme about meeting certification and registration requirements enhances the provision of assistance and support. Within a system like this, teachers do not seem to feel threatened or even uncomfortable about being observed or about asking questions they fear will reveal professional inadequacies.

The frequent observation by fellow teachers is non-threatening assessment that can help the NQTs improve. The professional performance of the NQT should be evaluated to assist professional development and to improve professional performance. This does not mean that there is no attempt to weed out incompetent teachers, but the emphasis clearly is on helping teachers to become better.

Both types of evaluation of NQTs, formative and summative, are necessary. Formative evaluation of NQTs is carried out during the induction period to help them improve their professional performance and make them more effective. Characteristically, Andrews (1987, pp 143-144) argues that “experienced teachers or mentors are assigned to work with beginning teachers and provide formative supervision”. In contrast, summative evaluation is carried out at the end of the induction period to judge the competence, effectiveness and readiness of NQTs in order to award qualified teacher status (QTS). The challenge is to structure a system which genuinely accommodates the dual roles of support and appraisal (Martinez, 1993). Assessment should be managed so that it does not overwhelm, undermine or conflict with the provision of support. If the aim of teacher induction focuses

on assessment and selection, assistance should exist and it should be strongly linked to aiding new teachers to achieve the assessment criteria. At the same time the personnel involved in the processes of support (formative evaluation) and assessment (summative evaluation) of NQTs should not be the same. The roles of mentor and appraiser should be carried out by different people. Mentors should provide support while others such as the head teacher or/and an inspector/supervisor should make summative judgements. Mentors should not be involved in the process of teachers' assessment because the mentor is often expected to be counsellor, guide, expert and friend (MSDS4, 1996).

Additionally, it will be difficult if not impossible for mentors to combine the roles of a friend and appraiser. If mentors are also assessors, there will be a strong distrust of all mentors by the NQTs. Additionally, NQTs may have difficulty disclosing problems to a mentor when his/her judgement may affect the NQT's future employment. If both roles of supporter and assessor are separated then the mentors' role could be to validate assessments made by others, rather than to play a primary or direct role in assessment (Lyons, 1993).

NQTs who do not meet induction standards at the end of the induction period should either extend the induction period or leave the profession. If an NQT does not satisfactorily complete the induction period then "the induction programme must be reviewed and amended to meet any needs identified during assessment" (NUT, 2003, p 9).

**Whole school involvement in induction: a culture of shared responsibility, collegial climate and an effective learning environment**

Whole school involvement in induction and supportive work environments is highly beneficial for NQTs. All staff needs to be made aware of the school's induction provision and offered opportunities to contribute to NQT programmes of support and training. According to the Commonwealth Department of Education, Science and Training (2002, p 27):

Effective induction programmes depend on school cultures, which foster openness, collaboration, help-seeking and criticism within a culture of shared responsibility and support.

Additionally, Hammerness (2006, p 434) notes that:

NQTs need and ask for supportive administrations, colleagues who share advice and feedback, and safe, well-managed environments.

A culture of shared responsibility and an environment of mutual support and development where all teachers take active roles in the induction of all NQTs should be established (Turner, 1994; Blair and Bercik, 1992; Draper et al, 1997; Wu, 1998; Huling-Austin, 1992; and Gibbons and Norman, 1987). All colleagues should be encouraged by the head teacher to play a part in welcoming NQTs to the profession. A positive climate should be created between all the school staff because such a climate is an important factor which leads a school towards effectiveness (Everard and Morris, 1990, p 21; Liston et al, 2006; Mortimore et al, 1993, p17; and Stoll and Fink, 1994, p 153). The interaction between NQTs, experienced teachers and mentors and the exchange of their experiences and ideas may be very beneficial. Beck et al (2007, p 65) emphasise "the importance of collaborating with other teachers as much as possible and approaching them for help". According to APEC (1997, p vii):

Effective teacher induction programmes in Australia, Japan, and New Zealand include a culture of shared responsibility and an environment where all professionals take active roles in a new teacher's acculturation and transition.

Johnson et al (2004, p 159) describe such cultures in the following way:

There are no separate camps of veterans and novices; instead, new teachers have ongoing opportunities to benefit from the knowledge and expertise of their experienced colleagues. . . . Mentoring is organised to benefit both the novice and the experienced teachers, and structures are in place that further facilitate teacher interaction and reinforce interdependence.

It is clear from this description that in cultures of shared responsibility NQTs receive support and guidance not only from the mentors but also from other experienced colleagues. Mentoring is designed and implemented in a way that supports the personal and professional development of all the teaching staff and consequently it leads to school development and improvement. We must not forget that staff development is a continuous process and a life-long purpose and that all teachers should have opportunities for further development. Therefore, induction programmes should offer productive and enriched professional experiences not only for the NQTs but for other teachers in the school in order to complement the overall staff development programme. Thus, induction programmes which are developed in a culture of shared responsibility, collegial climate and an effective learning environment may lead to whole school development and improvement.

### **Disagreements in the literature**

As it has already been explained in previous parts of this chapter research has identified disagreement or a difference of opinion or a number of tensions in the role of mentors in



the evaluation process of NQTs for getting a permanent appointment. Although all studies/researches define mentor as an experienced/veteran teacher some mention the evaluative role of mentors whilst others focus only on the supportive role.

There are also different and sometimes diverging opinions about the purpose of induction programmes for NQTs. Definitions of “induction” carry assumptions about its purpose, which in turn influence the design and emphasis of support programmes for beginning teachers. Induction can focus on orientation to the organisation and the profession, on fitting in to organisational culture, on pedagogical skill development, on integration of induction and assessment for probation and on personal and professional development. The people responsible for the planning and implementation of an induction programme for NQTs will set different priorities depending on whether they think induction primarily focuses on assessment and selection or on personal and professional development. This issue has also been developed, in more detail, in a previous part of this chapter.

Many studies have been conducted to determine the problems that NQTs encounter during their first years of teaching experience. Generally, it can be said that NQTs, more or less, encounter similar problems through time and from country to country. What differentiates things, from study to study, is which problems are perceived as the most serious, common or frequent. For example a problem that has been identified as the most serious or common in one study might have been the second or third most serious in another study, or the percentage of NQTs facing a particular problem or difficulty varies from study to study.

A disagreement is also found between studies related to the existence of correlation (or statistically significant differences) between variables like NQTs’ perceptions and experiences (e.g. problems they encountered during the first years of teaching experience) and other variables, including age group, their gender and location of the school (city or

suburban). According to Veenman (1984, p 157) “the results are diverse and difficult to interpret and interrelate within a coherent framework”. According to Veenman (1984, pp 156-157) some studies found, for example, that male NQTs experienced fewer problems than female NQTs. On the other hand, some other studies reported no differences between NQTs perceived problems and gender.

Some studies found that teachers between 24 and 34 years old had fewer problems than teachers under 24 and above 35 years old. Additionally, Hobson et al (2007, p 4) note that “the reported experiences of NQTs are differentiated according to various factors such as their age”. To the contrary some other studies did not find any differences between NQTs perceived problems and age.

Some other studies found that the number of problems that NQTs encountered varied with variables such as the location of the school (city and suburban), class size and number of children of immigrants, but it did not vary with variables such as the size of the school.

Finally, some other researchers remarked that NQTs who were satisfied with their ITT faced fewer problems.

These findings suggest that indeed there is a relationship between independent and dependent variables but the relationship varies from country to country and from study to study. This implies that it is very important for this research to test the existence of the relations between variables in order to implement an induction programme that will be effective. The independent variables that were explored in this research were selected because they are mentioned in many studies (like Commonwealth Department of Education, Science and Training study, 2002, p 46) investigating NQTs’ perceptions of induction. The confirmation of the existence of a relationship between independent and

dependent variables will provide important information for the effective designing of a school-based induction programme for NQTs appointed in Cyprus Primary Education.

### **3. CHAPTER THREE: RESEARCH METHODOLOGY**

#### **Purpose and Research Questions**

The key purpose of the study was to make recommendations for the introduction of effective school-based induction activities/strategies for NQTs appointed in Cyprus Primary Education by identifying the NQTs' needs and exploring their expectations of a school-based induction programme.

The research focused on the following main question:

What needs would Newly Qualified Teachers, appointed in Cyprus Primary Schools, have and what would they expect from an effective school-based induction programme?

The sub-questions were the following:

- i. Do Newly Appointed Teachers (NQTs) in Cyprus Primary Education find Initial Teacher Training (ITT) able to equip them with all the knowledge, understanding and skills they need during the first years of their career?
- ii. What problems do NQTs encounter during the first years of teaching?
- iii. What kinds of induction activities do NQTs attend?
- iv. What are NQTs' personal and professional needs during the first years of teaching?
- v. What expectations do NQTs have from a future school-based induction programme?
- vi. Which school-based induction strategies:
  - a) Best respond to NQTs' personal and professional needs?
  - b) Meet NQTs' expectations?

### **Type of research approach**

The type of research approach selected was that of a mixed methods research taking into account that it combined the use of both quantitative and qualitative research methods.

According to Bryman (2008, p 603):

The term ‘mixed methods research’ is used as a simple shorthand to stand for research that integrates quantitative and qualitative research within a single project.

On the other hand it should be noted that the term mixed methods:

Typically refers to both data collection techniques and analyses given that the type of data collected is so intertwined with the type of analysis that is used (Tashakkori and Teddlie, 1998, p 43).

The data analysis techniques are described in a next section of this chapter.

There are many ways of combining quantitative and qualitative research. The research design of this study may be described as “Sequential Dominant-Less Dominant Mixed Method Designs” (Tashakkori and Teddlie, 1998, pp 44-47). According to Tashakkori and Teddlie (1998):

In sequential mixed method designs, the researcher conducts a qualitative phase of a study and then a separate quantitative phase, or vice versa. ... the phases are clearly distinct (p 46).

In dominant-less dominant mixed method designs one paradigm and its methods are dominant, while a small component of the overall study is drawn from an alternative design (p 44).

A paradigm is:

“A cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, and how results should be interpreted” (Bryman, 2008, p 605).

There are four major paradigms used in the social and behavioural sciences: positivism, postpositivism, pragmatism and constructivism (Tashakkori and Teddlie, 1998, pp 22-23).

The positivist paradigm underlies what are called quantitative methods, while the constructivist paradigm underlies qualitative methods (p 3) ... postpositivists primarily use quantitative methods ... may also use qualitative methods ... but when choices are between qualitative or quantitative methodology, postpositivists typically prefer the experimental design (p 23) ... the pragmatist paradigm says that quantitative and qualitative methods are compatible and thus investigators could make use of both of them in their research (p 12).

In my case I am a pragmatist and I adopted:

The tenets of paradigm relativism, or the use of whatever philosophical and/or methodological approach works for the particular research problem under study (Tashakkori and Teddlie, 1998, p 5).

In other words I selected methods that were appropriate for the purpose and the research questions, using the pragmatist credo of “what works”, and I decided to include elements of both the quantitative and qualitative approaches. Bryman (2008, p 624) argues that:

Mixed methods research must be appropriate to the research questions or research area with which you are concerned ... mixed methods research has to be dove-tailed to research questions.

The decision on which methods are to be selected depends on the kind of information desired and the context of the research. Taking into account the content, the context, the objectives and the research questions of the study I concluded that the most appropriate and efficient methods for the specific research were the questionnaire and the interview. The following data collecting instruments were used: a focus group interview with NQTs; postal questionnaires sent to NQTs; face to face interviews with NQTs; and e-mail interviews with an NQT and the Minister of Education and Culture.

This research was conducted in three distinct phases in a qual/QUAN/qual sequence with a large focus on the second phase where a questionnaire survey was used. I began data collection using a focus group interview with NQTs. The focus group interview generated qualitative information on NQTs' attitudes, opinions and experiences about ITT, problems they encountered during the first years of teaching and the induction activities they attended. Results from this phase were used to develop a questionnaire which formed the main data collecting instrument of the research. According to Bryman (2008, p 609) "instrument development" can be thought of as a way of combining quantitative and qualitative research. He explains that:

The in-depth knowledge of social contexts acquired through qualitative research can be used to inform the design of survey questions for structured interviewing and self-completion questionnaires (p 618).

After administering the closed form or structured questionnaire with some open-ended questions, sent to a representative sample of the national population of NQTs (136 of 189). I conducted a second round of qualitative data collection to explore further some of the issues which emerged from the analysis of the data collected from the postal

questionnaires. The second round of qualitative data collection (third phase of this research) was conducted through eleven face-to-face interviews with NQTs who accepted to be interviewed and e-mail interviews with a NQT and the Minister of Education and Culture.

I chose to conduct a mixed method research because both quantitative and qualitative approaches have so much to offer, may be successfully combined and according to Harkness et al (2006, p 78) “may contribute to reduce the biases associated with each method”. The issue of bias is discussed in a next section of this chapter.

Combining different methods is valuable (or pragmatic) because each approach provides a different perspective on the topic. The specific research questions addressed, the data collected and the ways in which evidence is understood and interpreted complement one another ... each approach has its own limitations or imperfections, which can be compensated for by using an alternative method (Hammond, 2005, p 241).

Additionally, a more complete answer to a research question can be achieved by including both quantitative and qualitative methods (Bryman, 2008, p 612). Not everything I wanted to investigate related to the research questions was accessible through the questionnaire survey. The follow-up interviews with the NQTs provided more detailed information on the existing questionnaire findings. Interviews were based on the NQTs’ specific responses. For example I wanted to explore further their responses to the questions: “What were your personal and professional needs during the first two years of teaching experiences?” and “What do you expect from an effective school-based induction programme”? Additionally, I tried to find out why the female teacher, who took part in the e-mail interview, encountered difficulties in “Dealing with pupils of different cultures” or



why a male NQT who took part in a face-to-face interview emphasised in the questionnaire's response that "mentors should be involved in the process of evaluation of NQTs for taking a permanent appointment". In these cases, the qualitative research was used to illuminate the quantitative questionnaire survey findings. In other words, the qualitative findings provided the context for understanding quantitative findings. According to Bryman (2008):

The qualitative findings allow the quantitative data to be contextualised. We understand the statistical data better because we have an appreciation of the nature of the areas in which the surveys were conducted and the motives and preferences of their members (p 621).

"Mixed methods research is preferred because it is more likely to generate findings that will have utility" (Bryman, 2008, p 621). Through the combination of methods my understanding of induction of NQTs appointed in Cyprus Primary Schools was enhanced and deep enough to formulate effective suggestions for the implementation of effective induction programmes. The research combined quantitative and qualitative approaches in order to generate more adequate data, strengthen confidence in the results findings, add depth to the data analysis, increase reliability and validity and avoid taking a polarised position.

### **Target population and sampling**

#### **The Questionnaire Sample**

One very important aspect of research design is the specification of the population to which the enquiry is addressed because it affects decisions relating to sampling procedures.

According to Muraskin (1993, p 32):

Sampling is a way to be reasonably convinced of the characteristics of a larger population based on looking at a subgroup of that population.

In my study I specified the target population as “all NQTs appointed in Cyprus Primary Education with up to three years of teaching experience”. In this case, the population was readily identifiable. However, due to factors of expense, time and accessibility, it was not possible to obtain data from the whole population all over Cyprus. Therefore, I decided to collect information from a subset of the population in such a way that the data gained would be representative of the total population under study. Bell (1993, p 11) and Burgess et al (2006, p.61) remark that:

A survey aims to obtain information from a representative selection of the population and from that sample is able to present the findings as being representative of the population as a whole.

Because surveys aim to be representative, the selection of individuals, the sample, carries particular significance. An appropriate sampling procedure can save a great deal of time and effort in conducting a survey while still providing accurate results that are representative of a larger population. Efforts were made to select as representative a sample as possible and large enough so the findings could be generalised for the whole target population. According to Papanastasiou (1996, p 115):

If you want to have a representative sample for a population of 200 you need a sample of at least 110 (or 55%) selected with random sampling.

I chose to select a larger sample in order to have as representative a sample as possible and large enough so the findings can be generalised for the whole target population. To be exact, I decided to include in my sample 75% of all the NQTs. This particular percentage tallied with 139 NQTs out of 186. Therefore, I had to include 139 NQTs in my sample.

Furthermore, I chose to select a larger sample because as Slavin (1984, p 99) and Anderson (1990, p 200) note:

The larger the sample drawn, the smaller the sampling error will be and the larger the sample the more alike on average it will be to other such samples that could be drawn.

On the other hand the most important principle, in order to have a representative sample, is that “each member of the population from which the sample is drawn should have an equal and known probability of being selected” (Slavin, 1984, p 99). Similarly, Anderson (1990, p 198) argues that:

The challenge in defining the best type of sample for one’s needs is to make it comprehensive, to give every person a known probability of selection and to design it so data collection will be efficient.

Simple random sampling was used because as Papanastasiou (1996, p 28) argues “with random sampling every variable can be controlled and findings can be generalised beyond the sample in question”. In simple random sampling, each member of the population under study has an equal chance of being selected. Furthermore, random sampling of respondents largely eliminates or reduces bias (Bryman, 2008, p 156), which is a cause of invalidity (Cohen and Manion, 1994, p 282).

The sample was selected using the following procedure:

- i. I found out the number of NQTs with up to three years of teaching experience, their names and the schools to which they were appointed. The information was gathered from the Ministry of Education and Culture and Teachers Union (POED). I was supplied with a compact disk containing the information I needed.

- ii. I put the NQTs in alphabetical order and assigned them a serial number from 1 to 186.
- iii. I selected the desired number of NQTs, who formed the sample, using a table with random numbers (Papanastasiou, 1996, p 239) (**Appendix 21**). I started selecting from the first 3-digit number on the top left part of the table and I continued vertically until I selected the first one hundred and thirty nine numbers from 1 to 186. For example, a detailed observation of the table of “**Appendix 21**” shows that the first ten numbers were 034, 167, 125, 162, 181, 160, 003, 169, 112, and 149.

### **The Focus Group Sample**

Convenience sampling was used because I did not intend to generalise the findings of the focus group beyond the sample in question and because the data collected from the focus group interview was used in the development of the questionnaire. “Convenience sampling yields non-probability samples and involves choosing the nearest individuals to serve as respondents” (Cohen and Manion, 1994, pp 87-88). I selected the particular NQTs because they knew me well as we worked together in the same school. I chose this kind of sampling because it was far less complicated to set up the sample, it assured NQTs’ participation and because I believed that the familiarity with the participants would help the interview to develop smoothly. The fact that the NQTs who participated in the group interview were fellow students proved to contribute to the successful completion of the interview.

### **The Interview Sample**

At the heart of the particular research was a questionnaire survey of NQTs, who were asked towards the end of the research instrument whether they would be willing to be interviewed in order to explore further some of the issues which might emerge from the

analysis of the data collected from the questionnaires. In a special paragraph at the end of the questionnaire, those willing to be interviewed were asked to give their personal contact details. Unfortunately, only six colleagues out of one hundred and seventeen expressed their readiness to be interviewed. I contacted all but one of them, by telephone, but only three were able to be interviewed. Consequently, I sent e-mails to all the schools in which NQTs of my sample were appointed asking from the head teacher to remind the NQTs who took part in the study that it would be very helpful for the research if they agreed to be interviewed. At the same time I contacted by telephone all the colleagues who forwarded the questionnaires to the NQTs of their school and asked them to encourage NQTs to be interviewed. Eventually, nine more colleagues agreed to be interviewed. Consequently, I managed to interview twelve NQTs, eleven face-to-face and one by e-mail.

## **Evaluation of the quality of the research**

Every researcher should evaluate the quality of his/her research using specific criteria. Three of the most important criteria in establishing and assessing the quality of the quantitative research are reliability, replication and validity (Bryman, 2008, p 31 and p 376). However, the relevance of these criteria for the qualitative research is discussed among researchers. Some researchers argue that the criteria of reliability, replication and validity are mainly relevant to quantitative research and some others suggest that qualitative studies should be judged or evaluated according to quite different criteria from those used by quantitative researchers.

There is a recognition that a simple application of the quantitative researcher's criteria of reliability and validity to qualitative research is not desirable, but writers vary in the degree to which they propose a complete overhaul of those criteria (Bryman, 2008, p 383).

Some writers have sought to apply the concepts of reliability and validity to the practice of qualitative research, but others argue that the grounding of these ideas in quantitative research renders them inapplicable to or inappropriate for qualitative research... some qualitative researchers sometimes propose that the studies they produce should be judged or evaluated according to different criteria from those used in relation to quantitative research (Bryman, 2008, p 34).

Lincoln and Guba (1985) propose that it is necessary to specify terms and ways of establishing and assessing the quality of qualitative research that provide an alternative to reliability and validity. They propose trustworthiness as a criterion of how good a qualitative study is. According to Bryman (2008, p 34 and p 377):

Trustworthiness is made up of four criteria, each of which has an equivalent criterion in quantitative research:

1. Credibility, which parallels internal validity-i.e. how believable are the findings?
2. Transferability, which parallels external validity-i.e. do the findings apply to other contexts?
3. Dependability, which parallels reliability-i.e. are the findings likely to apply at other times?
4. Confirmability, which parallels objectivity-i.e. has the investigator allowed his or her values to intrude to a high degree?

Taking into account that mixed methods research was conducted I decided to evaluate the quality of this research using both the criteria relevant to quantitative research (reliability, validity and replication) and the criterion of trustworthiness, proposed by Lincoln and Guba, as a criterion of how good a qualitative study is. The quality of this research and the criteria used for the evaluation will be examined later in this chapter. Below terms such as objectivity, subjectivity, researcher's values and bias will be discussed.

### **Objectivity - Subjectivity - Values - Bias**

Usually we expect that research must be conducted in a way that is objective, valid and reliable and researchers should be value free and objective in their research. On the other hand, it is well known that social research is influenced by a variety of factors such as researcher's values (Bryman, 2008, pp 24-25):

Values reflect either the personal beliefs or the feelings of a researcher and they are a form of preconception... Values can intrude at any or all of a number of points in the process of social research and at different times:

- Choice of research area;
- Formulation of research question;
- Choice of method

- Formulation of research design and data collection techniques;
- Implementation of data collection;
- Analysis of data;
- Interpretation of data;
- Conclusions.

Taking into account that there are numerous points at which bias and the intrusion of values can occur and that it is not feasible to keep the values that a researcher holds totally in check I took some measures to maximise validity, reliability and trustworthiness and minimise bias. As Bryman (2008, p 25) suggests I tried to ensure that there was no “untrammelled incursion of my values in the research process” but I cannot argue that all the preconceptions were eradicated or suppressed. In other words I cannot assume that this research is completely objective, “complete objectivity is impossible in social research” (Bryman, 2008, p 379). Inevitably, one can claim that there are threats to validity, reliability and trustworthiness of this research. That is why qualitative research is sometimes criticised as being too subjective. Bryman (2008, p 391) argues that:

This criticism usually means that qualitative findings rely too much on the researcher’s often unsystematic views about what is significant and important, and also upon the close personal relationships that the researcher frequently strikes up with the people studied... In qualitative research, the investigator is the main instrument of data collection, so that what is observed and heard and also what the researcher decides to concentrate upon is very much a product of his or her predilections... qualitative researchers choose to focus upon issues that strike them as significant, whereas other researchers are likely to empathise with other issues. The responses of participants (people being observed or interviewed) to qualitative researchers is likely to be affected by the characteristics of the researcher (personality, age, gender, and so on) and, because of the unstructured nature of qualitative data, interpretation will be profoundly influenced by the subjective leanings of a researcher.



In interviews there is always the risk of interviewer bias largely because as Selltitz et al (1962, p 583) point out “Interviewers are human beings and not machines” and their manner may have an effect on the respondents. The sources of bias, according to Cohen and Manion (1994, 281-282) and Oppenheim (1992, pp 96-97) are:

Race, religion, social class and age; the attitudes and opinions of the interviewer; a tendency for the interviewer to see the respondent in his or her own image; careless prompting; biased probes; a tendency for the interviewer to seek answers that support his or her preconceived notions; misperceptions of what the respondent is saying; and misunderstandings of what is being asked.

My essential effort was directed towards the prevention or reduction of hidden, systematic bias in the interviews. Bell (1993, p 95) suggests that:

If you know you hold strong views about some aspect of the topic, you need to be particularly careful about the way questions are put. It is even easier to lead in an interview than it is in a questionnaire ... Complete objectivity is the aim.

In order to reduce bias for both the face-to-face and e-mail interviews I carefully formulated the questions so that the meanings were clear and I had in mind that what I wanted was accurate data, not data that confirmed one or another hypothesis. Additionally, for almost all the questions of the face-to-face interviews I prepared a list of possible responses and I used them where I considered that it was necessary as examples to encourage the interviewees to respond as much as possible. Furthermore, when I was not sure what the interviewee was saying I did not hesitate to ask him/her to clarify his/her thoughts or arguments. As regarding the e-mail interviews I was very careful when formulating the questions in order to avoid misunderstandings of what I was asking.

Additionally, I was careful about the way questions were put because I knew that afterwards it was impossible to explain or rephrase a question.

Additionally, in order to minimise bias, I gathered data from a number of NQTs and with a number of data collecting instruments because as Lin (1976) argues:

Exclusive reliance on one method, therefore, may bias or distort the researcher's picture of the particular slice of reality she is investigating. She needs to be confident that the data generated are not simply artefacts of one specific method of collection.

Similarly Best (1970, pp 160-161) argues that:

Because each type of data gathering device has its own particular bias, there is merit in supplementing one with another to counteract bias and generate more adequate data.

### **Triangulation**

Triangulation entails using more than one method or source of data in the study of social phenomena. Cohen and Manion (1994, p 233) note that "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour". Similarly, according to The Open University, "triangulation is the employment of more than one research method" (The Open University, 2005, p 67). Additionally, according to Bell (1993, p 64) triangulation is:

Cross-checking the existence of certain phenomena and the veracity of individual accounts by gathering data from a number of informants and a number of sources and subsequently comparing and contrasting one account with another in order to produce as full and balanced a study as possible.

Triangular techniques attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data (Cohen and Manion, 1994, p 233).

These definitions imply that in order to study more effectively the human behaviour you should use more than one method of data collection, gather data from a number of people and select both quantitative and qualitative data. All this data should be contrasted and evaluated for similarities and differences in order to produce a reliable and valid study. According to Bryman (2006, pp 105-106) triangulation refers “to the traditional view that quantitative and qualitative research might be combined to triangulate findings in order that they may be mutually corroborated”. Tashakkori and Teddlie (1998, p 42) add that “triangulation of distinct methods provides greater opportunities for causal inference”.

The advantages of the multi-method approach are manifold. Cohen and Manion (1994, p 234) assume that:

The more the methods contrast with each other, the greater the researcher’s confidence ... If findings are artefacts of method, then the use of contrasting methods considerably reduces the chances that any consistent findings are attributable to similarities of method.

Similarly, Bryman (2008, p 611) argues that “Confidence in the findings deriving from a study using a quantitative research strategy can be enhanced by using more than one way of measuring a concept”.

The use of triangulation adds depth to the analysis and can potentially increase the validity of the study and strengthen confidence in the results. “And this confidence can only be achieved when different methods of data collection yield substantially the same results”

(Cohen and Manion, 1994, p 233). Having in mind the advantages of using triangulation and taking into account the content, the context and the objectives of the study I concluded that the most appropriate and efficient methods for the specific research were the questionnaire and the interview.

Different types of triangulation are recognised. Cohen and Manion (1994, pp 235-238) recognise the following types of triangulation: “time; space; combined levels; theoretical; investigator; and methodological triangulation”. In this study only methodological triangulation was considered because “it is the one used most frequently in research and the one that possibly has the most to offer” (Cohen and Manion, 1994, p 239). “Methodological triangulation involves the use of both qualitative and quantitative methods and data to study the same phenomena within the same study” (Tashakkori and Teddlie, 1998, p 18). There are two categories of methodological triangulation: “within methods” and “between or across methods” triangulation.

Within methods triangulation involves the use of multiple quantitative or multiple qualitative approaches and across methods triangulation involves both quantitative and qualitative approaches (Tashakkori and Teddlie, 1998, p 42).

Triangulation within methods concerns the replication of a study as a check on reliability and theory confirmation. Triangulation between methods involves the use of more than one method in the pursuit of a given objective (Cohen and Manion, 1994, pp 238).

The chief problem confronting researchers using triangulation is that of validity. “This is particularly the case where researchers use only qualitative techniques” (Cohen and Manion, 1994, pp 241). To improve the validity of this study I chose to combine quantitative and qualitative approaches. The use of triangulation increased the validity of

the study and strengthened confidence in the findings because different methods of data collection produced similar results. According to Burgess (1984) by using the triangulation process the validity of certain statements and the differing viewpoints of stakeholders, who in this case were all the NQTs participated in the study, about the same issues or activities can be checked and cross-referenced.

### **Reliability and Validity**

The concepts of reliability and validity in social science research are of critical importance in understanding issues of measurement. Muraskin (1993, p 41) underlines the importance of these two concepts saying that:

Whatever data collection methods are used, the data collected must meet two conditions to be considered accurate: it must be valid and reliable.

The terms reliability and validity can have several meanings, can be addressed in several ways and can be measured statistically in several ways (Oppenheim, 1992, p 144).

Reliability means consistency and it is an assurance that the data collecting instruments are consistent. Additionally, “the term reliability is often associated with quantitative research, and is concerned with precision and accuracy” (Burgess et al, 2006, p 62). Bell (1993, p 64); Burgess et al (2006, p 62); Craft (1996, p 83); Oppenheim (1992, p 144); and Slavin (1984, p 77) all refer to reliability:

As the extent to which a test or procedure or measure is consistent in producing the same or similar results when measuring the same things under constant conditions on all occasions.

In a broad sense, when we refer to an inquiry as reliable:

It means that you can be confident that nearly identical conclusions would be reached if it were to be repeated at another time, either by yourself or someone else. Your findings, or those of someone else, should be similar if you choose to carry out the inquiry with a different sample of people drawn from the same population (The Open University, 2001, pp 144-145).

For example, the research approach of this study can be judged reliable if I or another researcher decides to repeat this research with a different sample, larger for example, but drawn from the same population (Cyprus NQTs up to 3 years of teaching experiences) and come to the same or similar findings.

There are a number of ways you can check for reliability. Bell (1993, p 65) points out that “the check for reliability will come at the stage of question wording and piloting of the instrument”. Piloting is essential when designing things like questionnaires and structured interview schedules.

In order for a questionnaire to qualify as reliable, a person’s answers to the questions should be the same if he or she is asked to complete it a second time. If their answers are not the same, it may mean that the questions are ambiguous and do not provide reliable information” (The Open University, 2001, p 145).

The use of triangulation in my research aims to increase its reliability. “The use of triangulation within methods approach in a study concerns the replication of a study as a check on reliability” (Cohen and Manion, 1994, p 238). Additionally, the process of designing and trying out the questions of the questionnaire and focus group interview and procedures followed in this research aims to increase the ultimate reliability of the data collecting instruments. However, according to Burgess et al (2006, p62) “this is (the

checking for reliability) not always feasible or necessary, since retesting can invite further questions hitherto not discussed”.

Validity is crucial to any research project. Yet it is a complex term and one that causes many discussions and different opinions in the research methods literature. The validity of any measurement process is defined by Bell (1993, p 65); Burgess et al (2006, p62); Moore et al (1973, p 32); Muraskin (1993, p 41); and Slavin (1984, p 80) as the degree to which the examining process measures or describes what it is supposed to measure or describe.

More recently validity has taken many forms. For example, in qualitative data validity might be addressed through honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher (Cohen et al, 2004).

Validity refers to the extent to which the data gathered, its analysis and any conclusions drawn actually relate to the original enquiry aims. Additionally, “validity looks for logical consistency and comprehensiveness in terms of the construction and content of the research” (Burgess et al, 2006, p 62).

A fourfold classification of validity is usually adopted: face; content; construct; and criterion-related validity (Moore et al, 1973, pp 32-34; Oppenheim, 1992, pp 161-162; Papanastasiou, 1996 pp 92-96; and Slavin, 1984, pp 81-83). For the purpose and the nature of this enquiry face validity, content validity and construct validity were checked. The criterion-related validity was not checked because it is very complicated. According to Oppenheim (1992, p 162) “we must make sure that the criterion measure is sufficiently valid and reliable for our purposes”. At a minimum, the data gathering instruments should have face validity. That is, the instruments should look as though they measure what they

are supposed to measure. I examined if the instruments achieved face validity at the stage of piloting the instruments. Critical friends were asked whether every single question of the instruments was related and relevant to the subject.

An instrument possesses content validity when the items or questions are a well-balanced sample of the content domain to be measured. Therefore, the instrument must cover all the relevant domains or content areas. Martuza (1977, p 148) notes that:

The important thing is the description of the content domain that is sufficient for determining whether or not the sample of items contained in an instrument is a subject of that domain.

My task was to define or describe the domain of interest and determine whether the instrument items and questions were representative of the domain. During the stage of piloting I told colleagues what I was trying to find out and asked them whether the questions I had devised were likely to generate appropriate data.

In its simplest form construct validity relates to whether you are measuring what you thought you were measuring. Billingham (2007) notes that:

If you have face validity (on the face of it you seem to be measuring what you thought you were measuring) and intuitive reasonableness prevails then a researcher should be satisfied with the construct validity of their measurements.

He also suggests that:

One way to maximize construct validity would be to explore the literature for your given construct and utilize the experience of previous



researchers”. For example you can ask: How have your constructs been previously researched? What are the strengths of this work? Where are the weaknesses? How can you utilize this within your work?

In the stage of literature review I was exploring methodological issues like sampling, data analysis and presentation techniques in order to use or/and develop them for conducting my piece of research. Experiences of previous researchers and approaches that they used were very helpful in planning and conducting my research. Doing this increased the construct validity of my research.

Burgess et al (2006, p 62) suggest a more “obvious” and “simple” way to check for validity. They state that:

Validity involves checking if the title of my study actually reflects what has been done and if the research, questionnaire and interview questions are related to the literature I have discussed. Validity, therefore, will involve the key questions you have asked and the answers you provide to these questions once you have done the research and presented your findings. If the project should turn out not to be valid, then the whole enterprise is worthless.

From a methodological perspective, the use of multiple methods helps us to establish convergent validity by comparing the results derived from two or more measures assessing the same construct. From a conceptual viewpoint, the integration of different perspectives underlying each method may help us to interpret complex patterns of results and place them into a larger framework (Harkness et al, 2006, p 78).

In this research the questions, the purposes, the hypotheses, the procedures adopted and the findings of the research are closely related to the literature and of course the title of my

research reflects the central idea of the research. Therefore, it can be said that the research measures or describes what it was supposed to measure or describe. In other words it can be said that the research has an increased validity.

Perhaps the most practical way of achieving greater validity in interviews is to minimise the amount of bias as much as possible. The steps followed in my research in order to minimise bias were mentioned in a previous section. Additionally, the use of triangulation added depth to the analysis and potentially increased the validity of the study and strengthened confidence in the findings because different methods of data collection produced similar results. According to Burgess (1984) by using the triangulation process the validity of certain statements and the differing viewpoints of stakeholders, who in this case were all the NQTs who participated in the study, about the same issues or activities can be checked and cross-referenced.

Reliability and validity are closely related, as shown by Moore et al (1973, p 30); Oppenheim (1992, p 144, p 145 and p 162); Bell (1993, cit p 65); Slavin (1984, p 80); and Muraskin (1993, p 42). “Reliability is a precondition of validity” (Bell, 1993, p 65; and Oppenheim, 1992, p 159). “If an item is unreliable, then it must also lack validity. but a reliable item is not necessarily also valid” (Bell, 1993, p 65). As The Open University (2001, p 145) explains:

Although you may have taken great care to ensure that your methods are reliable, it is not always the case that they will give you true, or valid, information concerning the phenomenon you are interested in.

The degree of reliability (consistency) sets limits on the degree of validity possible: validity cannot rise above a certain point if the measure is inconsistent to some degree. On the other hand, if we find that a measure has excellent validity, then it must also be reliable.

The idea of reliability is very close to another criterion of research – replication and more especially replicability.

### **Replication - Replicability**

Both qualitative and quantitative researchers should try to be clear about their research procedures and how their findings were arrived at. This allows others to judge the quality and importance of their work.

Replication or replicability is a term used to refer to the degree to which the results of a study can be reproduced, it is one of the most important criteria for the evaluation of social research (Bryman, 2008, p 31 and p 698) and it is one of the distinctive preoccupations that can be discerned in quantitative research (p 155). A study or piece of research must be capable of replication. Replicability is highly valued by many social researchers working within a quantitative research tradition and it is often regarded as an important quality of quantitative research. It must be underlined that replication is possible only if the researcher spells out his or her procedures in great detail. In other words, a piece of research should be characterised by transparency in order to be capable of replication.

Although “in academia the real reward comes not from replication but from originality!” (Burawoy, 2003, p 650) and “replication in social research is not common... it is probably truer to say that it is quite rare” (Bryman, 2008, p 32) in my thesis I clarified in detail and I was explicit about all the procedures, approaches and methods in order for other researchers to be able to replicate this research. It is also important for a piece of quantitative or qualitative or mixed methods research to describe in detail what the researcher actually did, how he or she arrived at the study’s conclusions, how people were selected for participating in the study and how the data analysis was conducted.

## **Trustworthiness**

As we have seen earlier in this chapter trustworthiness is a concept introduced by Lincoln and Guba (1985) as a substitute, for many of the quantitative design and measurement quality issues. According to Lincoln and Guba:

The basic issue in relation to trustworthiness is simple: How can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking account of? What arguments can be mounted, what criteria invoked, what questions asked, that would be persuasive on this issue (Tashakkori and Teddlie, 1998, p 90)?

Trustworthiness is made up of four criteria: credibility, transferability, dependability and confirmability and they are developed below.

### **Credibility**

Credibility is the most important component in establishing the trustworthiness of the results and inferences from qualitative research. Credibility, which parallels internal validity, is concerned with the question of how believable the findings are (Bryman, 2008, p 34 and p 377). According to Tashakkori and Teddlie (1998, p 68):

Conclusions are credible if you are able to defend them (to other experts, the reader of your thesis, and so on) by proving that there is a primary plausible explanation for them and by ruling out alternative explanations for your obtained relationships. Such confidence, in qualitative research, is dependent on the confirmation of your conclusions by more than one method of analysis.

Similarly, Bryman (2008, p 377) recommends the use of triangulation as a technique for the establishment of the credibility of findings. This mixed methods research used multiple data sources (focus group interview, questionnaires, face-to-face and e-mail interviews) to compare the consistency of findings. The results of the combined use of research methods in this research were broadly consistent and mutually reinforcing. The use of triangulation and the reasons for using it has been discussed earlier in this chapter. I only want to add that:

Triangulation techniques, involving the reconciliation of qualitative and quantitative data sources (as I did), provide the lynchpin for improving the quality of inferences (Tashakkori and Teddlie, 1998, p 169).

As we have seen earlier:

In qualitative data validity might be addressed through honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher (Cohen et al, 2004).

Validity involves checking if the title of my study actually reflects what has been done and if the research, questionnaire and interview questions are related to the literature I have discussed. Validity, therefore, will involve the key questions you have asked and the answers you provide to these questions once you have done the research and presented your findings (Burgess et al, 2006, p 62).

All these issues were considered in my research methodology and they have been addressed in my thesis. As a consequence I can assume that the findings and conclusions of this research are credible or at least believable.

On the other hand, Bryman (2008, p 377) and Tashakkori and Teddlie (1998, p 68-70) argue that qualitative researchers generally differ from quantitative researchers on the issue of internal validity, preferring to discuss the credibility of results. Additionally, they note that there is a major difference between the qualitative and quantitative researchers in their acceptance of who the evaluator of such credibility is. According to Tashakkori and Teddlie (1998, p 70):

Quantitative researchers assess the degree of credibility of the results to others (e.g. to other experts). Most qualitative researchers, however, assess the credibility of the conclusions by making sure that they are credible to those individuals whose multiple realities are reconstructed or described. In other words, qualitative researchers determine credibility by how well they, as human data gathering instruments, represent the multiple constructions of reality given to them by their informants.

The process whereby a researcher provides the people on whom he or she has conducted research with an account of his or her findings is called respondent validation or member validation and it is a technique suggested for the establishment of the credibility of findings. The goal is to seek confirmation that the researcher's findings and impressions are congruent with the views of those on whom the research was conducted and to seek out areas in which there is a lack of correspondence and the reasons for it (Bryman, 2008. pp 377-378).

To be honest I did not use this technique for practical difficulties and philosophical reasons. According to Tashakkori and Teddlie (1998, p 71) "considering the data source as the only, or even the best, evaluator of the degree of credibility of the inferences is not free of problems". For example Bryman (2008, p 378) suggests that "there may be a reluctance

of research participants to be critical” or “respondent validation may occasion defensive reactions on the part of research participants and even censorship”.

In order to have credible or internally valid results and conclusions I conducted a mixed methods research using multiple data sources, I drew conclusions, with some degree of certainty, based on the results and reflecting the perspectives of the participants. I believe that other experts and the reader of my thesis will judge my findings and conclusions credible.

### **Transferability**

Transferability, which parallels external validity, is concerned with the question of whether the results of a study can be generalised beyond the specific context in which it was conducted (Bryman, 2008, p 33 and p 694). I can argue that this research satisfies transferability of findings and it is externally valid because its findings can be generalised beyond the 117 NQTs who took part in the survey questionnaire taking into account that the sample was selected randomly and it was large enough. According to Bryman (2008, p 46) “External validity is strong when the sample from which data are collected has been randomly selected”. It must be underlined that this study used a national representative sample because its intention was to generalise the findings for the whole target population (all NQTs in Cyprus with up to three years of teaching experience). The findings and conclusions derived from the qualitative data from the open-ended questions of part B of the questionnaire “question 13: What were your personal and professional needs during the first two years of teaching experiences?” and “question 16: What do you expect from an effective school-based induction programme?” can be generalised beyond the NQTs that made up the sample. On the other hand I cannot assume that the data collected from the face-to-face interviews or the e-mail interview with a NQT can be generalised beyond the specific participants who accepted to be interviewed (only 12 out of 117). Qualitative

findings from these interviews “tend to be oriented to the contextual uniqueness and significance of the aspect of the social world being studied” (Bryman, 2008, p 378). Of course these findings offered “depth rather than the breath that is a preoccupation in quantitative research” (Bryman, 2008, p 378) and provided a database for making judgements about the possible transferability of findings to the whole target population.

### **Dependability**

Dependability, which parallels reliability, is concerned with the degree to which a study can be replicated (Bryman, 2008, p 376). Dependability is a difficult criterion to meet in qualitative research, since, “it is impossible to freeze a social setting and the circumstances of an initial study to make it replicable” (Bryman, 2008, p 376). Tashakkori and Teddlie (1998, pp92-93) and Bryman (2008, p 378) argue that to establish the merit of research in terms of the criterion of dependability, researchers should adopt a “dependability audit” or “auditing approach”.

This entails ensuring that complete records are kept of all phases of the research process in an accessible manner. Peers would then act as auditors to establish how far proper procedures are being and have been followed (Bryman, 2008, p 378).

This approach concerns the process of the inquiry, including the appropriateness of inquiry decisions (problem formulation, questions, hypotheses, and so on) and methodological issues like appropriate sampling, data analysis, measurement and other procedures. Auditing has not become a popular approach to enhancing the dependability of qualitative research because it is very demanding for the auditors. For this reason I did not adopt the auditing approach. Instead, I decided to spell out the research procedures in great detail in order for other researchers to be able to replicate this research. In my thesis I clarified in detail and I was explicit about all the procedures, approaches and methods I used, how I



arrived at the study's conclusions, how people were selected for participating in the study and how the data analysis was conducted. Additionally, I clarified why I chose the specific procedures, approaches and methods. The answer is simple: I selected methods that were appropriate for the purpose and the research questions, using the pragmatist credo of "what works", and I decided to include elements of both the quantitative and qualitative approaches. Taking into account the content, the context, the objectives and the research questions of the study I concluded that the most appropriate and efficient methods for the specific research were the questionnaire and the interview in its various types.

### **Confirmability**

Confirmability, which parallels objectivity:

is concerned with ensuring that the researcher can be shown to have acted in good faith; in other words, it should be apparent that he or she has not overtly allowed personal values or theoretical inclinations manifestly to sway the conduct of the research and findings deriving from it.

As mentioned in previous sections of this chapter, although I cannot assume that this research is completely objective, I took some measures to maximise validity, reliability and minimise bias. I also tried to ensure that my personal values did not influence the research process or the findings.

Concluding, I can say that this is a unique, original and important piece of research for the Cyprus Education System and could be used to shape future research or practice at a national and local/school level. This study could help the MoEC in its drive to implement effective school-based induction programmes and identify areas that may need to be improved or changed within schools to support the induction and professional development

of NQTs. In other words this study provides a means for improving practice and can be characterised as being of good quality.

## **Data Collecting Instruments**

### **Focus Group Interview**

#### **Definition of Focus Group Interview – Type of interview**

A focus group interview is a carefully planned discussion with a number of people (5-10) with common characteristics (in this case NQTs) to obtain information, perceptions and feelings of a particular interest area (in this case the induction of NQTs) guided by a set of focused questions (relating to the research questions). Carey (1994, p 226) defines a focus group interview as:

A semi-structured group session, moderated by a group leader, held in an informal setting, with the purpose of collecting information on a designated topic.

I chose a group interview instead of different interviews with many individuals because I believed that the interaction between the interviewer and a group of NQTs would yield different and more interesting information.

An advantage of focus group interviews include the generation of insights about attitudes and beliefs, the interaction among participants promoting rich discussion on controversial topics, and the encouragement to present contrary points of view (Asai et al. 2004, p 453).

The main advantage of focus group interviews is the purposeful use of interaction in order to generate data (McLafferty, 2004, p 187 and Gibbs, 1997). Additionally, when carefully

planned and properly conducted, focus groups can be a valuable means of obtaining rich qualitative information on a research topic (Bishop, 2002).

Taking into account that the recommended number of people per group is usually six to ten (Gibbs, 1997) or six to twelve (Lewis, 2000) I decided to arrange a focus group interview with six NQTs. I did not include more participants for practical reasons and because I thought that then it would be difficult to manage the interview. Participants were selected according to their gender; years of teaching experience (from 1-3 years of teaching experience); and location and size of school in which they were appointed. This was because I wanted to have a conversation with NQTs who had different backgrounds and experiences.

Since I am an inexperienced interviewer I used a semi-structured interview (**Appendix 2**). A framework was established by selecting topics around which the interview was guided. My review of literature and research questions led to the formulation of the framework and the selection of topics. For almost all the questions I prepared a list of possible responses (**Appendix 2**) and I used them where I considered that it was necessary as examples to encourage the interviewees to respond as much as possible. Again these responses came up from the literature.

### **Purpose of the focus group interview**

The aims of the focus group interview were a) to explore the attitudes, opinions and experiences of a number of NQTs about Initial teacher Training (ITT), problems they encountered during the first years of teaching and the induction activities they attended, and b) to yield useful information to develop a questionnaire which would form the main data collecting instrument of the research. This interview helped me to identify areas that

were important to the NQTs. The results of the focus group interview combined with the literature review and my own experience helped me in the construction of the questionnaire. According to Hughes-Hassel (2004), McLafferty (2004, p 188) and Gibbs (1997) the data collected from a focus group interview is analysed and used in the development of a new measuring instrument (e.g. in constructing questionnaires or surveys for further data gathering).

### **Sample description**

Before the interview began the participants were asked to fill in a demographic questionnaire (**Appendix 1**). Three male and three female NQTs, aged between 23 and 27, participated in the group interview. They were all graduates of the University of Cyprus. Unfortunately I did not manage to include graduates of other universities in the sample. This fact does not reduce the importance of the focus group interview and the significance of the outcomes because the purpose was not to generalise the findings. Of course it would have been better if graduates of Greek Universities were included in the sample because whether the “country of ITT” affects NQTs perceptions, experiences and needs was under examination. According to the study’s null hypothesis, “country of ITT” was an independent variable which did not affect NQTs’ perceptions, problems they encountered during the first years of teaching experience, personal and professional needs and expectations of a future school-based induction programme. Therefore I ensured the participation of teachers who had graduated from Greek Universities during the sampling procedure for the distribution of the questionnaire.

### **Procedures before and during the focus group interview**

I contacted by telephone all NQTs who took part in the focus group interview in advance to arrange the meeting and I made sure that they were aware of what kind of information would be sought and the purpose of the interview. I did that in order to give them time to reflect on their ideas, views and opinions. I telephoned each participant the day before the interview to remind them. I have to note that I contacted by phone twelve NQTs until I managed to reach the preferred number of six. The others could not participate on the predetermined day.

When the participants came to my house I welcomed and thanked them warmly for accepting my invitation to participate in the group interview. I explained why they were selected, I outlined the aims of the group interview and I promised that their personal opinions and arguments would remain confidential. I introduced myself and I asked them to introduce themselves by saying their name, university and year of graduation and school to which they were appointed.

During the interview two tape recorders (in case the one did not work properly) and some written notes were used. I explained to the participants that the interview would be tape recorded because I could not write fast enough to get all their comments down and I did not want to miss any of them. Parts of the focus group interview were transcribed. Although tape transcription took time the data collected was more objective and much richer when the exact words of the participants were captured. Of course the participants gave their permission to record the interview.

The interviewees had the freedom to express their opinions and offer suggestions for areas that were not covered in my questions. I ensured that each participant had the chance to be

heard. Before I asked the first question I made it clear that there were no right or wrong answers but only differing points of view and that everyone's ideas/experiences were important. Once the listed questions were asked I reviewed the purpose of the interview and asked for final comments or anything the subjects might have forgotten to mention earlier.

## **Questionnaires**

### **Advantages**

Questionnaires are used in a wide range of research projects and they are the most commonly used data collection method. As Oppenheim (1992, p 102) argues:

The main advantages of questionnaires are: low cost of data collection, low cost of processing, avoidance of interviewer bias, ability to reach respondents who live at widely dispersed addresses or abroad.

Additionally, Best (1970, p 162) believes that:

The questionnaire has unique advantages and, properly constructed and administered, it may serve as a most appropriate and useful data gathering device in a research project.

Another reason I decided to use the questionnaire as the main data collecting instrument is because according to Cohen and Manion (1994, p 242):

Where a researcher seeks information from which her inferences can be generalised to wider populations, methods yielding statistical data will be most efficient.

And this method was the closed form questionnaire that I used.

### **Construction of the questionnaire**

The literature and the detailed reading of the report of the “Committee for Educational Reform” relating to the Cyprus Educational System provided the background and helped in the construction of the questionnaire. At the same time issues raised from NQTs during the

focus group interview were taken into consideration for the construction of the questionnaire. The publication of the report “The Proposed System of Evaluation” for Primary and Secondary Education in Cyprus marginally changed the aims of the study to be more specific. For example, I also tried to explore if the proposed innovations in the report “The Proposed System of Evaluation” relating to the induction of NQTs met NQTs’ expectations. The NQTs who took part in the research had the opportunity to express their opinions about the proposed arrangements although they were not informed that the specific arrangements were also mentioned in the proposed system of evaluation. The questions for the questionnaire were based on the research questions, the data collected from the focus group interview and the literature review.

The questionnaire was designed in order to generate systematic data on NQTs’ perceptions about ITT; induction; induction policy; support strategies and experiences during their first years of teaching experience. It consists of five parts/sections: Part A asked NQTs for personal information. NQTs were asked to record details of their gender, age, country of graduation, location and size of the school in which they first worked with wage agreement. These variables are referred as the independent variables of the research. Part B with 3 statements about the efficiency of ITT, 33 statements about possible difficulties that NQTs encountered during the first years of teaching experiences and statements about possible support strategies that NQTs experienced during the first year of appointment with wage agreement. Veenman’s (1984) work and the project of the Commonwealth Department of Education, Science and Training (2002) influenced and guided my choices for the content and structure of Question B4 (possible difficulties that NQTs encountered during the first years of teaching experiences). Part B also included two very important open-ended questions (B13 and B16) about NQTs’ professional and personal needs during the first two years of teaching experience and expectations from an effective school-based induction programme. Part C with nineteen statements about possible forms of support that



NQTs experienced and the extent NQTs benefited from each of them. Part D with seventeen statements about possible subjects for which NQTs received support during the first years of teaching experiences and the degree of their importance for NQTs. Part E with twenty-three statements about possible issues for which NQTs received information during the first days/weeks of their appointment and the degree of their importance for NQTs. The project of the Commonwealth Department of Education, Science and Training (2002) influenced and guided my choices for the content and structure of Parts C, D and E. For Parts C, D and E, NQTs were asked to choose one of the two kinds of responses for each of the statements. The first response, to the left side, focused on whether the particular statement (forms of support that NQTs experienced; subjects for which they received support; and issues for which they received information) was experienced by NQTs and the degree they benefited from it or the degree of its importance for NQTs. In case NQTs did not experience certain statements, they were asked to choose a response, to the right side, indicating how beneficial or important they believe that each of the statements would be if they experienced them. The use of two Likert-type scales enabled me to find out the extent to which NQTs' valued different forms of support they experienced; subjects for which they received support; and issues for which they received information as important or beneficial. At the same time, where NQTs did not experience specific forms of support or did not receive support for specific subjects or did not receive information for specific issues, I explored NQTs' perceptions about what they thought would be the extent of benefit or importance if they experienced them.

Questionnaires depend for their success on careful design and presentation. According to Burgess et al (2006, p 75) "the questionnaire will only work if it is well designed". For this reason I had in mind Best (1970, pp 170-172); Burgess et al (2006, p 76); Cohen and Manion (1994, pp 96-97); Craft (1996, p 98); and Slavin's (1984, pp 88-89) arguments about how to prepare and construct a questionnaire. The instrument was as short as

possible, only long enough to get the essential data. It was attractive in appearance, neatly arranged, and clearly printed. Directions were clear and complete, all questions were worded as simply and as clearly as possible and the categories provided an opportunity for easy, accurate, and unambiguous responses. Questions were also objective, with no leading suggestions. The questionnaire began with easy, non-threatening questions. The middle section of the questionnaire contained the difficult questions. The last few questions were of high interest in order to encourage respondents to return the completed schedule.

A useful point to consider was the use of different types of questions. Many questionnaires include both open and closed type items. Each type has its merits and limitations. I decided to use a closed form or structured questionnaire with some open-ended questions. The closed-response format enabled me to produce summaries of the results quickly and accurately. According to Best (1970, p 162) the closed or pre-coded or prompt-list form questionnaire “is easy to fill out, takes little time, keeps the respondent on the subject, is relatively objective, and is fairly easy to tabulate and analyse”. I included some open-ended questions to “permit some expression of feelings, to uncover unanticipated outcomes, and to obtain some unprompted responses” (Henerson et al, 1987, p 61). The chief advantage of the open question is the freedom it gives to the respondents. The open-ended questions helped me to uncover the NQTs’ thinking relating to their personal and professional needs during the first years of teaching and their expectations of a future school-based induction programme.

### **Dealing with non-response – Increasing return rates**

Although questionnaires that are mailed or sent out tend to have a low return rate I expected that the rate of returns would be adequate because I believed that NQTs had a genuine interest in the study under investigation. However some steps had to be taken in

order to maximise return rates. Basically a researcher must find ways of gaining the respondents' co-operation and of motivating them to respond to his/her questions. Response rate is very much a function of how the respondent is approached. The package that was sent to the respondents was of great importance. It contained a short cover letter, together with a questionnaire and an envelope for returning the completed questionnaire. The cover letter included the introductory comments and indicated the aim of the study. It also stressed the importance of the study to the profession as a whole and explained why the questionnaire should be completed and returned (Campbell, 1998, p 341). It also provided directions on how and when to respond. In the cover letter, I also promised confidentiality. Finally, the cover letter had an original signature (Campbell, 1998, p 341) to make it more personal to the respondent.

Additionally, the method of passing on the questionnaires to NQTs proved to be very effective. After I found out the number of NQTs with up to three years of teaching experience, their names and the schools to which they were appointed I chose one member of the school staff, I telephoned him/her and asked to forward the questionnaires to the NQTs of his/her school. For obvious reasons I preferred to communicate with colleagues who I know personally in order to gain their commitment in forwarding, collecting and sending the questionnaires back to me. For the schools where I did not find a familiar person I asked the head teacher to forward the questionnaires to the NQTs. Using this method of forwarding the questionnaires to the NQTs helped to achieve the impressive response rate of 86%, given that 117 of 136 NQTs answered and returned the questionnaire.

## **Interviews**

### **Introduction**

The interviews with NQTs were not aiming to generalise findings but they were an attempt to explore some of the existing questionnaire findings in greater depth. The interviews were based on the NQTs' specific responses in the questionnaire. For example I wanted to explore further their responses to the questions: "What were your personal and professional needs during the first two years of teaching experiences?" and "What do you expect from an effective school-based induction programme"? Additionally, I tried to find out why the female teacher, who took part in the e-mail interview, encountered difficulties in "Dealing with pupils of different cultures" or why a male NQT who took part in a face-to-face interview emphasised in the questionnaire's response that "mentors should be involved in the process of evaluation of NQTs for taking a permanent appointment".

It was originally envisaged that all the interviews with NQTs would be conducted face-to-face. However, in the research procedure from planning to execution there are likely to be problems and frustrations, as well as unexpected occurrences. Such was the case in this research, with the idea of using e-mail interview, as James (2007) defines it, coming from a respondent to the questionnaire survey who had been selected as a potential interviewee. A female NQT expressed the desire to answer the interview questions by e-mail. She justified her idea saying that she could express herself better in writing and that she was feeling uncomfortable about giving a face-to-face interview. I did not wish to reject this proposal, so I agreed to send her the interview questions by e-mail. E-mail interviews are sometimes described as e-interviews (Bampton and Cowton, 2002) or online interviews (O' Connor, 2006).

I also decided to invite the Minister of Education and Culture for an e-mail interview in order to explore the official view on the subject under investigation at the highest government level and because I wanted to influence government policy. I took this decision after the Minister of Education and Culture, during September 2007, unveiled a three-year plan to reform education in Cyprus which included a proposal for the introduction of induction programmes for NQTs. In this e-mail interview I requested the Minister of Education and Culture to clarify some of the measures he had proposed for the induction of NQTs and give me more details. At the same time I asked him to comment on some findings of my study in order to affect his decisions. In order to be able to make contact with the Minister I asked help from the President of the Cyprus Teachers' Union (POED) who forwarded the cover letter and the interview questions to the Minister.

### **Definition of interviews – Types of interviews**

In an interview individuals are asked specific questions but allowed to answer in their own way. An interview may be described as a verbal exchange of information between two or more people for the principle purpose of one gathering information from the other. Kvale (1983, p 174) defines the qualitative research interview as:

An interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena.

Moser and Kalton (1971, p 271) describe the interview as "A conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent". Similarly Henerson et al (1987, p 24) define interview as "...a face to face meeting between two or more people in which the respondent answers questions posed by the interviewer". These definitions imply directly or indirectly that an interview is a face-to-face meeting and a live or real time procedure. Face-to-face interviews have long been

the dominant interview technique in the field of qualitative research. "Face-to-face interviews are characterised by synchronous communication in time and place" (Opdenakker, 2006, p 2). On the other hand due to the explosive growth of new communication forms, such as computer mediated communication (CMC), other interview techniques can be introduced and used within the field of qualitative research. CMC is a process where messages are electronically transferred from a sender to one or more recipients, both in synchronous (in real time) and in asynchronous (independent from time and place) settings. According to O' Connor (2006, p 8):

Asynchronous interviews take place in non-real time, for example using email. An asynchronous interview will usually involve the interviewer emailing interview questions to respondents to answer at their own convenience. Neither party needs to be online at the same time.

In this research only face-to-face interviews and asynchronous online interviews were used. The asynchronous interviews took place using e-mail. The interview questions were e-mailed to the participants and they e-mailed them back. The Minister of Education and Culture and a female NQT took part in the asynchronous online interviews.

A decision had to be made about the type of interview which was most likely to produce the information required. Since I was an inexperienced interviewer I decided to use semi-structured interviews for both the face-to-face and e-mail interviews. Certain questions were asked and the respondents had the opportunity to express their feelings and opinions in detail. A framework was established by selecting topics around which the interview was guided. These topics were selected from the NQTs' questionnaire responses. According to Billingham (2007) a semi-structured interview:

Contains some pre-prepared questions but that also allows the interviewer to ask spontaneous questions to expand on the respondents' answers. A mixture of open and closed questions will be used.

### **Face-to-face and e-mail interviews: Advantages and disadvantages**

There are many excellent discussions of the face-to-face interview as a research method. "A major advantage of the interview is its adaptability" (Bell, 1993, p 91). A skilful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do. Additionally, in face-to-face interviews there is no significant time delay between question and answer; the interviewer and interviewee can directly react on what the other says or does. "An advantage of this synchronous communication is that the answer of the interviewee is more spontaneous, without an extended reflection" (Opdenakker, 2006, p 3).

On the other hand the principal advantages of e-mail interviewing are that (Bampton and Cowton, 2002; O' Connor, 2006; and Opdenakker, 2006):

- ✓ It provides savings in costs to the researcher (for example, travelling costs, venue hire).
- ✓ There is no transcription time because the outcome of an e-mail interview can directly be downloaded on the computer.
- ✓ It offers extended access to participants, compared to face-to-face interviews.

The most important for me was that I had access to someone who I would not otherwise have access to.

Additionally, the e-mail interview offers an alternative to individuals who are not willing to participate in a face-to-face interview for various reasons (e.g. they feel uncomfortable or they believe that they can express their selves better in writing). This was the reason why

the female NQT asked to answer the interview questions through an e-mail and not face-to-face.

The e-mail interview has also disadvantages. Bampton and Cowton (2002) and Opdenakker (2006) identify a number of disadvantages. One of the disadvantages of e-mail interview which I encountered is that the interviewee might have to wait sometimes for days or weeks before he/she answers the questions. I encountered the last mentioned problem with the Minister of Education and Culture. I was waiting for his responses for six weeks. Of course the Minister was an unusual case because of his position and overloaded schedule. Another disadvantage of the asynchronous communication, which I faced, is the need to be very careful when formulating the questions because afterwards you cannot explain or rephrase the questions. For this reason it took me a lot of time to prepare the interview questions for the e-mail interview.

In summary, both interview techniques share common principles/basics and can be equally used for conducting interviews in research. Besides the face-to-face interview, the use of new communication forms such as e-mail opens new ways for qualitative research. The type of interview technique chosen by the researcher can depend upon the advantages and disadvantages, which are linked to every interview technique.

### **Procedures before and during the interviews**

In order to arrange the details of the meeting and be sure that the interviewees wishing to give a face-to-face interview were aware of the purpose of the interview I contacted them by phone. I did this in order to give them time to reflect on their ideas, views and opinions. I also telephoned each participant the day before the interview to remind them. The



interview was arranged to take place at the interviewee's house or at my house according to the interviewee's will.

Before the interview began I initially welcomed and thanked the interviewee warmly for accepting my invitation to participate in the interview. I also offered them a drink to help them feel comfortable. On commencing the interview I outlined the aim of the interview, the importance of their views and experience and I promised that their personal opinions and arguments would remain confidential. Finally I asked the interviewee's permission to record the interview and they all accepted. During the interview I occasionally reflected back to the interviewees the basic meaning that I was taking from their replies. This allowed the interviewee to confirm the accuracy of my understanding. I avoided rushing the interview and allowed working silences. I ended the interview with warmth and thanks and I asked the respondents if they had anything else they wished to say. Many of these measures were adapted from Billingham (2007).

To record the interviews I used two tape recorders (in case one does not work properly) because I could not write fast enough to get all their comments down and I did not want to miss any of them. This allowed freedom of interaction between the interviewer and the interviewee during the interview. I explained this to the participants and of course they gave their permission to record the interview. Parts of the interviews were transcribed. Although tape transcription takes time the data that is collected is more objective and much richer when the exact words of the participants are captured (Bishop, 2002).

### **Translating from one language to another**

In this research the moving between languages (Greek and English) took different forms. I (a Greek-speaking researcher) conducted both the focus group interview and the interviews

with individuals (NQTs and the Minister of Education and Culture) in Greek and translated them into English. However, the questionnaire was first written in English in order to be approved by my tutor and then was translated from English into Greek to be sent to NQTs. All the selected data from the questionnaires, the focus group interview and interviews with individuals was translated from Greek into English as English was the language in which the research had to be reported.

Researchers need to be aware that there are several basic differences in languages and as a consequence the translation process usually requires both time and effort on their part and can present various problems, some of which may not be completely overcome (Ercikan, 1998). For more details see Ercikan (1998, p 544).

Additionally, researchers need to be conscious of the fact that the quality of translation depends on a number of factors, some of which may be beyond the researcher's control. According to Birbili (2000):

In those cases where the researcher and the translator are the same person the quality of translation is influenced by factors such as: the autobiography of the researcher-translator; the researcher's knowledge of the language and the culture of the people under study and the researcher's fluency in the language of the write-up.

Researchers also need to keep in mind that translation-related decisions have a direct impact on the validity of the research (Birbili, 2000; Ercikan, 1998; Larkin et al. 2007; Temple and Young, 2004; and Young and Ackerman, 2001).

Although obtaining grammatical and syntactical equivalence is not something that can be taken lightly, it does appear that the more

important aim of researchers-translators should be to achieve conceptual equivalence (Birbili, 2000).

The question is, therefore, whether and how translation within the research process potentially introduces bias and how to ensure agreement on the translation of source data (Temple and Young, 2004. p 163).

Edwards (1998), for example, discusses techniques such as back translation to ensure agreement of a 'correct' version of a text. "Back translation is the process of retranslating the translated back into the target language" (Ramirez, 2006, p 356). Original and back translated documents can then be compared and checked for the quality of the translation.

In the translation procedure I used both the methods of direct translation and back translation in order to eliminate translation-related problems and difficulties. With the direct translation procedure I attempted to translate as best I could from one language into the other. I mainly used this method when I translated the items of the questionnaire from English into Greek. I also used the method of back translation when I had to translate from Greek into English the focus group interview and the interviews with individuals. I asked for help from my mother who speaks English fluently as she teaches English as a foreign language in the secondary education sector in Cyprus. Collaboration with my mother was very helpful and her contribution was very important. I believe that the final versions of the translated material honestly captured the subjects' contributions.

Another decision that I had to make when translating from one language into the other was whether to go for "literal" or "free" translation. A literal translation (i.e. translating word-by-word) could perhaps be seen as doing more justice to what participants have said.

However, such practice can reduce the readability of the text, which in turn can test readers' patience and even ability to understand "what's going on" (Birbili, 2000).

My preferred method was to use either type of translation according to the situation. My efforts were directed towards obtaining conceptual equivalence without concern for lexical comparability. In other words the purpose was to have a translated text expressing the precise meaning as the original, without necessarily translating word-by-word. When I had to translate specific terms or concepts or phrases that the participants used I preferred the literal translation. Independent of the type of translation (literal or free) I always had in mind that a literal word in one language may have no equivalent in another language, or could have a completely different "meaning" in the translated language. For example, although the word "mentor" comes from the Greek word "mentoras" in the interviews I sometimes used the term "school counsellor" because teachers in Cyprus are more familiar with it. Additionally, I translated from English into Greek the term "induction programmes for NQTs" as "programmes aiming to support NQTs" because in Greek we do not have an equivalent term.

## **Piloting Data Collecting Instruments**

### **The Importance of Piloting**

Before the data collecting instruments are administered as part of the research it is important to trial them in a pilot test with a small number of people. Oppenheim (1992, p 47) refers to pilot work as "The lengthy process of designing and trying out questions and procedures". A pilot test helps to ensure that the questions are understandable and answerable and that the time needed to complete or answer them is not excessive. Furthermore pilot work ensures that the data collecting instruments that will be used will

work with the population and will yield the data required. Burgess et al (2006, p 78) point out that:

A pilot study allows you to try out the research techniques and methods that you wish to use and to see if they work in practice ... the pilot study will help you to firm up your research questions and methodology ... to make the most use of your pilot study you will need to plan it into your research right from the beginning.

The importance of the pilot stage is emphasised in the literature. Bell (1993, p 84) points out that:

All data-gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and to enable you to remove any items which do not yield usable data.

### **Piloting the Questionnaire**

Ideally the data collecting instruments should be tried out on a group similar to the one that will form the population of the study but not persons likely to participate in the true instruments administration. In my case the trial group consisted of 4 NQTs who I knew personally and 3 colleagues, two male and one female, who were familiar and experienced with data collecting instruments, given that they had conducted post graduate research. I included NQTs in the pilot stage because all Cyprus Primary NQTs formed the target population of the main study. The colleagues who were familiar and experienced with data collecting instruments took part in the pilot stage in order to obtain their suggestions relating to the structure of the questionnaire. According to Teijlingen and Hundley (2001, p 1):

The first phase of a pilot might involve using in-depth interviews or focus groups to establish the issues to be addressed in a large-scale questionnaire survey. Next the questionnaire, e.g. the wording and the order of the questions, or the range of answers on multiple-choice questions, might be piloted.

In this study a focus group interview was conducted to yield useful information to develop a questionnaire which formed the main data collecting instrument of the research, and the questionnaire was then piloted prior to its wider distribution.

All these colleagues were asked to give their opinions and make suggestions about the questions or wording of the instruments. They were asked how long it took to complete the questionnaire, and if they left any questions unanswered. Moreover, the pilot test told me if the instruments measured what I wanted to be measured. It is essential to pilot everything concerning the questionnaire including question wording; layout; colour; contrast; background of the headings; printing guide lines; letters of introduction; and timing of the questionnaire. As Oppenheim (1992, p 47) notes:

Questionnaires have to be composed and tried out, improved and then tried out again, often several times over, until we are certain that they can do the job for which they are needed.

After the pilot test of the questionnaire I re-worded, revised and re-scaled some questions that were not answered as expected and I discarded all unnecessary, difficult or ambiguous questions.

For example, initially an item's wording was: "I encountered the following problems or difficulties during my first three years of teaching" followed by a list of problems or

difficulties that are identified in the research literature as the problems that NQTs perceive and experience during the first years of teaching. The participants had to indicate whether or not they had experienced the problems by ticking the appropriate box (~~Yes~~No ☐).

After critical friends' suggestions I revised the item and its wording was changed to: "To what extent did you encounter the following problems/ difficulties during the first three years of teaching experience?" The respondents had to respond to the Likert questionnaire item specifying the extent that they encountered the specific problem. They had to circle the single most appropriate number (1-5, 1= to a limited extent, 5= to a great extent) for each problem or circle 9 if they did not encounter the specific problem. Making these amendments gave me the opportunity to find out not only the problems perceived most often but also the problems that NQTs encountered to the greatest extent.

### **Piloting the Focus Group Interview**

In interview studies no one can make a perfect interview protocol in advance, but after it has been used with several respondents, the weaknesses in the protocol can be identified and corrected. Slavin (1984, p 91) observes that:

Pilot testing almost always brings up many issues that need to be solved in advance, such as pacing, how long to wait for a response, what to do when respondents say "I don't know" or give other non committal answers, how to determine that an answer is complete, and so on. Resolving these issues in advance is likely to increase the ultimate reliability of the interviews.

In the case of piloting the focus group interview "critical friends" were three colleagues, two male and one female. All attended postgraduate studies and were familiar with data collection instruments. These colleagues were asked to give their opinions and make suggestions about the questions or wording of the instruments.

After the pilot test of the focus group interview, some redrafting of the instrument was necessary especially in relation to the wording in Greek of some special terms (like induction and mentor). For example the question “What expectations do you have from a future school-based induction programme?” was translated from English into Greek as “What should be the aims of a future school-based induction programme?” The term “induction programmes for NQTs” was translated from English into Greek as “programmes aim to support and educate NQTs” because in Greek we do not have a special term meaning “induction programmes”. During the focus group interview I used the term “school counsellor” instead of the term “mentor” because, although the term “mentor” is a Greek word, teachers in Cyprus are more familiar with the term “school counsellor”.

### **Ethical issue: anonymity or confidentiality?**

The obligation to protect the anonymity of research participants and to keep research data confidential is an ethical issue I had to face. Taking into account the fact that both questionnaires and interviews were used, in order to link different sources of information, anonymity could not be ensured. Especially those agreeing to a face-to-face interview could not in any way expect anonymity. At most I promised that all information would be treated with confidentiality and that I would not name anyone in the study.

Confidentiality means that although researchers know who has provided the information or are able to identify participants from the information given, they will in no way make the connection known publicly (Cohen and Manion, 1994, p 367).



Consequently, no one could identify participants from the information they provided. Therefore, participants' privacy was guaranteed. On the other hand I did not want and I would not be able to offer anonymity or confidentiality to the Minister of Education and Culture because the aim was to discuss with him some of the research's findings and explore his thoughts about the recommendations he made for introducing school-based induction programmes for NQTs appointed in primary education. His arguments, thoughts and opinions are a part of the research and of course he was informed before the e-mail interview about my intention to include the interview in the thesis.

### **Data Analysis**

The type of research approach selected was that of a mixed methods research taking into account that it combined the use of both quantitative and qualitative research methods. It combined qualitative data from a focus group interview, open-ended questions of the questionnaires and interviews and quantitative data that could be statistically analysed, from the closed-form questions of the questionnaires. All this data had to be organised and managed in a way that would help the researcher to answer the research questions and present the data. "Each student had to find a way of understanding their data and analysing them that provided a response to the research question" (Burgess et al, 2006, p 80). In other words, the data that was collected had to be placed into categories, analysed, evaluated and interpreted in a meaningful way. According to Burgess et al (2006, p 83) "The meaningfulness will be determined by your research questions and your conceptual mapping within the literature review".

In this research the following data analysis strategies were used:

- ✓ Using the results of one analysis approach as a starting point for designing further steps or collecting new data using another approach (Tashakkori and Teddlie, 2008, p 127). In this research the analysis of the focus group interview data helped in the

construction of the questionnaire which formed the main data collecting instrument of the research.

- ✓ Parallel mixed analysis or triangulation of data sources as also known (Tashakkori and Teddlie, 2008, p 128). Parallel analysis of qualitative and quantitative data was used. While the obtained quantitative data (from the closed-form questions of the questionnaires) were analysed through statistical procedures, the qualitative data (from a focus group interview, open-ended questions of the questionnaires and interviews) were analysed through content analysis.
- ✓ Concurrent analysis of the same qualitative data with two methods or quantizing the qualitative data (Tashakkori and Teddlie, 2008, p 19 and p 128). All the qualitative responses collected from the open-ended questions of the questionnaires were listed and similar ones were grouped and coded. The similarity principle, as Tashakkori and Teddlie (2008, p 125) called it, was used. Categories are determined by looking for units of information with similar content or by looking for terms that have somewhat similar meaning. A simple frequency count of every grouped response was conducted. Descriptive statistics (percentages) were used to summarise/organise the frequency counts.
- ✓ Sequential quantitative-qualitative analysis (Tashakkori and Teddlie, 2008, p 135). In this application the objective is to confirm or expand the results of a quantitative analysis. The follow-up interviews with NQTs were an attempt to explore some of the existing questionnaire findings in greater depth. The interviews were based on the NQTs' specific responses in the questionnaire.

In the next section I clearly indicate how the analysis, for each of the methods (focus group interview, questionnaire and individual interviews), was done.

### **Analysis of focus group interview data**

The aim of the data collection from the focus group interview was to explore the attitudes, opinions and experiences of a number of NQTs in order to yield useful information to develop a questionnaire which formed the main data collecting instrument of the research. The aim of the analysis of focus group interview data was the development of categories or themes or issues that summarised a mass of narrative data about ITT, problems that NQTs encountered during the first years of teaching, induction opportunities they had and suggestions they made about effective induction. This involved listening to the recording of the interview again and again and highlighting what, for me, was emerging from the data as important aspects of NQTs' experiences and opinions. The fact that the focus group interview was tape recorded, gave me the opportunity to transcribe, where necessary, parts of it. Although tape transcription took time the data collected was more objective and much richer when the exact words of the participants were captured. This procedure helped me in reporting important categories or themes or issues as they emerged from NQTs during the focus group interview.

At the same time, all these issues combined with the literature review, research questions and my own experience helped me in the construction of the questionnaire. For example, the analysis of the focus group interview brought to the surface difficulties that especially Cypriot NQTs face during ITT or first year of teaching and they were not mentioned in the literature. These difficulties were included as concerns in the questionnaire and during the follow-up interviews. Such difficulties included the limited on-the-job training during their studies, the teaching of Greek language in the first grade and working in schools with many foreign pupils.

### **Analysis of questionnaire data**

After the collection of the necessary data, the task was to reduce the mass of data being obtained to a form suitable for analysis. The primary task of data reduction is coding, that

is, assigning a code number to each answer. Pre-coded answers were used for closed-form questions (e.g. male: 1, female: 2). For open-ended questions, a coding frame was devised after the completion of the data collection instruments. Open-ended responses for every open-ended question of the questionnaire were grouped and coded. Assigning numerical values to different types of responses helped in this process. For example, for the following open-ended questions of the questionnaire “What were your personal and professional needs during the first two years of teaching experiences?” and “What do you expect from an effective school-based induction programme?” I prepared a list of all the responses of the NQTs, I grouped the similar responses and then I assigned a numerical value for each different grouped response. Doing this helped me to reduce the mass of data, quantify the qualitative data and find out which personal and professional needs and expectations of NQTs were mentioned more often by counting up the number of instances in each group of responses. Descriptive statistics (percentages) were used to summarise/organise the frequency counts. This procedure simplified the qualitative data selected and helped me discover patterns and relationships. According to Tashakkori and Teddlie (1998, p 117 and 119):

The essence of qualitative data analysis of any type is the development of a typology of categories or themes that summarise a mass of narrative data. Narrative data are usually prepared for analysis by converting raw material into partially processed data, which are then coded and subjected to a particular analysis scheme.

Closed form questions of the questionnaire gave closed response data enabling me to produce summaries of the results quickly and accurately. Once the summary sheets were completed the information was analysed and presented with the help of the Statistical Package for the Social Sciences (SPSS). Descriptive statistics (in terms of frequencies, mean score and percentage) were used. For the presentation of the data I used clearly

labelled tables, pie charts and bar charts. Tables and charts summarise raw data and they help presenting the findings. The choice of which table or chart to use depended on the kind of data I had to present. Where charts of the aggregate responses to a survey question are provided in the text they show the response frequencies and the percentage distribution of the sample responses.

Additionally, this research tried to confirm or reject the null hypothesis that correlation (or statistically significant difference) between the independent and dependent variables does not exist. Every independent variable was separately related with the dependent variables in order to confirm or reject the existence of the null hypothesis. In other words the research tried to confirm or reject the null hypothesis that the dependent variables (NQTs' perceptions, problems they encountered during the first years of teaching experience, personal and professional needs and expectations of a future school-based induction programme) are not affected by the independent variables (gender; age; country of ITT; size of the school (number of teachers who are appointed in the school) and location of the school in which they first worked with wage agreement). If the null hypothesis was confirmed it would suggest that there was no actual relationship between the variables. If the data of this study did not support the null hypothesis then it could be said that there was a relationship between the variables and consequently the alternative or research hypothesis was confirmed. The confirmation of the existence of a relationship between independent and dependent variables will provide important information for the effective designing of a school-based induction programme for NQTs appointed in Cyprus Primary Education. The people responsible for the planning and implementation of an induction programme for NQTs will take different decisions for the content of the programme depending on whether the null hypothesis is confirmed or rejected.

The independent variables that were explored in this study were selected because they are mentioned in many studies (like Commonwealth Department of Education, Science and Training study, 2002, p 46) investigating NQTs' perceptions of induction. I decided to test the null hypothesis because I found a disagreement between studies relating to the existence of correlation (or statistically significant differences) between the independent and dependent variables (for more details see Chapter 2). These findings suggest that indeed there is a relationship between independent and dependent variables but the relationship varies from country to country and from study to study. This implies that it is very important to test the existence of the relations between variables in order to implement an induction programme that will be effective.

In order to determine if the observed difference between the means of groups (e.g. male and female) was significant and dependable one or one that might have happened by chance I used the chi-square test. According to Bryman (2008, p 334):

The chi-square ( $\chi^2$ ) test, is a test of statistical significance and allows us to establish how confident we can be that there is a relationship between the two variables in the population... the chi-square value means nothing on its own and can be meaningfully interpreted only in relation to its associated level of statistical significance, which is the p-value...whether a chi-square value achieves statistical significance depends not just on its magnitude but also on the number of categories of the two variables being analysed. This latter issue is governed by what is known as the degrees of freedom associated with the table.

Data have been analysed using a probability value (p-value) of less than or equal to 0.05 to indicate statistical significance (this means that there are only 5 chances in 100 (5% chance), or less, of occurring randomly). In relation to the results of the chi-square analyses, three different values are taken into consideration: the value of the chi-square

statistic, the number of degrees of freedom (denoted by “df”) and the p-value. Taken together, the chi-square and “df” values determine the level of statistical significance (p-value). These values are reported, in the “Relation between NQTs perceptions and variables” section of Chapter 4 only if statistical significance is observed. It should be underlined that where a result or a pattern of differences is found to be statistically significant, this does not automatically mean that it has any practical importance. Whenever a statistically significant result is reported, the actual size of the effect (or difference) is also reported, to help the reader to make a judgement as to the degree of importance to be attached to the result. In addition to presenting the values outlined above, if statistical significance is observed, I also report the contingency table (two-way tables of percentage distributions) to enable direct comparisons between the various sub-groups of respondents (e.g. male-female). According to Bryman (2008, pp 326-327 and p 334):

The chi-square test is applied to contingency tables which are probably the most flexible of all methods of analyzing relationships in that they can be employed in relation to any pair of variables... A contingency table is like a frequency table, but it allows two variables to be simultaneously analysed so that relationships between the two variables can be examined. It is normal for contingency tables to include percentages, since these make the tables easier to interpret. Contingency tables are generated so that patterns of association can be searched for. In order to use the chi-square test, a researcher should have in mind that there is a basic assumption regarding the number of minimum expected counts saying that all expected counts should be greater than one and no more than 20% should be less than 5. Otherwise, you cannot use the chi-square test. Where this was the case, rating categories with a low number of responses were collapsed, to create larger response groups, and the chi-square test was repeated using this new set of response categories.

#### **Analysis of face-to-face and e-mail interviews data**

The interviews with NQTs were not aiming to generalise findings but they were an attempt to confirm and/or explore some of the existing questionnaire findings in greater depth. The interviews were based on the NQTs' specific responses in the questionnaire. For example I wanted to explore further their responses to the questionnaire's questions: "What were your personal and professional needs during the first two years of teaching experiences?" and "What do you expect from an effective school-based induction programme"? Additionally, I tried to find out why the female teacher, who took part in the e-mail interview, encountered difficulties in "Dealing with pupils of different cultures" or why a male NQT who took part in a face-to-face interview emphasised in the questionnaire's response that "mentors should be involved in the process of evaluation of NQTs for taking a permanent appointment".

In order to simplify the qualitative data selected I listened to the recording of the interviews again and again and highlighted what, for me, was emerging from the data as important aspects of NQTs' experiences and opinions. Again, the fact that the face-to-face interviews were tape recorded, gave me the opportunity to transcribe, where necessary, parts of them. With the e-mail interview the procedure was easier because there was no transcription time taking into account that the outcome of the e-mail interview was downloaded on the computer ready to be analysed. All the interviews were analysed separately in order to present a more in-depth account of the NQTs' experiences and opinions. At the same time, I was looking for units of information with similar content as to summarise/organise the presentation of all the necessary and useful data.

The main body of the report contains, in Chapter 4, summaries of the data and some quotations from the interview transcripts that, as The Open University (2001, p 219) describes it, "Go straight to the heart of the matter". Issues included in this summary are all



related to the research questions and helped in the drawing of conclusions and recommendations.

The analysis of the content of the e-mail interview with the MoEC took the form of a detailed summary of all of that he included in his responses to my questions in order to present a more in-depth account of the interview. This procedure helped me in reporting all the important issues emerged from the MoEC.

#### **4. CHAPTER FOUR: FINDINGS - RESULTS**

This chapter focuses on the treatment of the collected data, both quantitative and qualitative and the discussion of the findings. I have separated the findings and the discussion into two separate chapters. Therefore, the findings in this chapter are presented with no engagement from me and the discussion and conclusions takes place afterwards in the next chapter. The findings are presented according to the data collecting instrument (focus group interview, questionnaire, interviews with NQTs and e-mail interview with the Minister of Education and Culture). As regarding the questionnaire, the results are presented in order of the questionnaire's items.

##### **Focus Group Interview**

##### **Analysis of the focus group interview - Reporting results**

##### **Initial Teacher Training (ITT)**

The general consensus was that the present ITT that Cypriot NQTs attend was unable to equip them with all the knowledge, understanding and skills they needed during the first years of teaching. Therefore, NQTs faced a lot of problems and challenges during the

beginning of their career. NQTs agreed that during their ITT the balance between theory and practice was inappropriate and they believed that the sessions included too much theoretical input. On-the-job training during their studies was limited and as a result during the first year of experience they had to face a number of challenges and they experienced many difficulties in the classroom (the “real world” as a female NQT called the classroom). A male NQT argued that a chasm exists between theory covered during ITT and practice in the classroom and a female NQT agreed that in practice the facts differ from what they have learned during their studies.

NQTs realised the demands of being a teacher only when they undertook their first teaching post. However well prepared they had been for their first teaching post by their ITT, and however hard they had worked on their advance planning and preparation, the first few days were likely to be some of the most difficult of their professional career because then they actually realised the real responsibilities of teaching and they confronted the demands of teaching. The participants reported the following difficulties during the first years of teaching.

### **Problems and difficulties that NQTs encounter during the first years of teaching**

One male NQT faced the huge problem of teaching Greek language (reading and writing) for the first time in the first grade (children from 5 years and 8 months until 6 years and 8 months old). According to the specific NQT the practice or the method that was followed in the school for the teaching of Greek language was completely different from the theory they were taught during their studies. He felt that ITT did not equip NQTs with all the knowledge and skills they needed to feel confident to teach Greek language in the first grade. In addition the specific NQT felt that the module they attended during the ITT relating to the method of teaching reading and writing in the first grade was not of an

adequate quality and quantity, was too theoretical and did not provide on-the-job practice. After some support that he received from colleagues he was able to cope satisfactorily. He received support from a female colleague who had taught reading and writing in the first grade the previous year. The female colleague acted informally as a mentor. She advised the NQT, gave materials to him and helped him designing learning activities in order to cope with his difficulties. The NQT also received support from the female head teacher.

Another male NQT added that he learned nothing during his ITT studies relating to the teaching of reading and writing in the first grade.

A female NQT mentioned the problem of having to prepare lesson plans, learning activities and materials. These activities were time consuming. Things were worse when in some subjects the text books were not written according to the contemporary approaches. For example the specific female NQT mentioned the Greek Language Pupils' Books that were not written according to the communicative approach, which we had to employ as a method of teaching and learning the Greek Language. Unfortunately, these text books dated from the 1980s.

Another female NQT pointed out the problem of understanding and discovering school conventions and school culture and gaining acceptance from colleagues. She worked in different schools as a substitute and she only found a good school atmosphere and a climate of mutual support, collaboration, trust, recognition and development in the current school she worked. She said that in the other schools she felt isolated from colleagues and guided by intuition.

Although discipline problems were not specifically mentioned by the participants both verbal (affirmative reply) and non verbal (head nod) reactions when I referred to the

specific problem convinced me that at least some of them face discipline problems in the classroom. Possibly, they did not want to admit that they face this kind of problem.

Working in a school with many foreign pupils caused concerns for the NQTs. Foreign pupils are defined as pupils for whom the Greek Language is not their mother tongue. These rumours caused some panic to NQTs who were appointed to schools with large numbers of foreigners. This problem was mentioned by a female NQT who said that she went to teach in a particular school with a negative disposition and stress. There were few schools with a large number (half of the pupils or more) of foreign pupils and they were located in the area of Pafos with Russian-Pontic pupils and in the area of Limassol with Turkish Cypriots and Gipsy pupils. In the course of time the female NQT realised that what she had anticipated was unreal and she taught in the particular school without serious problems. Unfortunately, at the beginning of the school year no one attempted to support or guide her in order to overcome her negative feelings.

NQTs worried about meeting pupils with special needs and coping with pupils facing learning difficulties. Two female NQTs referred to the fact that they did not feel confident helping pupils with dyslexia or pupils with other learning difficulties. The most serious difficulty was to meet the educational needs of children with special needs. NQTs felt that they needed help from teachers specialised in the area or from educational psychologists. NQTs emphasised the need for every school to have in the permanent personnel an educational psychologist. They felt that educational psychologists should provide consultation to parents and educators, assessment and evaluation of individual students and develop the necessary interventions within the school system. In addition NQTs believed that educational psychologists should develop and implement preventative and supportive programmes in schools according to need. The collaboration with teachers is at a minimum. Characteristically, a female NQT said that she had a pupil facing problems with

hyper kinesis and when the school sent a letter to the Educational Psychological Service informing them that they needed their help and advice no one appeared to solve the problem.

The focus group of NQTs identified a range of difficulties faced by NQTs. According to these NQTs it is crucial for the qualitative improvement of education in Cyprus that the NQTs are supported and guided in the early stages of their careers on how to cope with these kinds of difficulties. NQTs also added that teachers should only have the responsibility for the diagnosis of the problem or the difficulty that a pupil with special needs faces. The development and the implementation of preventive and supportive programmes in schools should be organised in collaboration with specialised teachers and/or educational psychologists. NQTs do not have the background and expertise to do that.

How to involve parents in the learning process is an extra problem that a male and a female NQT identified. Characteristically the male NQT said that after three years of service in the school he did not have the opportunity to meet his pupils' parents. The female NQT added that there is no contact between teachers and parents. ITT did not equip NQTs with guidelines, recommendations and suggestions on how to involve parents in the learning process or how to create positive relationships between parents and schools or how to facilitate frequent home-school contact.

Relearning the subjects in order to teach them and especially the teaching of subjects that they were not covered during the ITT is an additional problem that NQTs encountered. A male NQT complained that he was not competent to teach history because this subject was not covered during the ITT.

Finally, a female participant complained that teaching is more demanding than it was a number of years ago because year by year teachers' duties have been increased causing stress, pressure and anxiety.

### **Induction opportunities**

The interviews with NQTs confirmed that the Cyprus educational system does not employ a formal induction policy and practice for NQTs. Most NQTs receive little or inadequate support in their first years of teaching. Unfortunately, first year teachers are frequently left in a “sink or swim” position, as Weiss and Weiss (1999) call it, with little support from colleagues and few opportunities for professional development.

NQTs reported that they had opportunities to attend courses or seminars organised by the Pedagogical Institute of Cyprus (PIC) not necessarily aimed specifically at NQTs. These seminars were optional in-service training programmes. The PIC is charged with the important mission to supply in-service training for teachers of primary and secondary education. In addition NQTs noted that the LEAs organised short one day compulsory seminars, though these took the form of information-giving sessions rather than in-service training courses.

NQTs also had the opportunity to meet LEA Inspectors at their schools. Inspectors are responsible for the guidance, supervision and evaluation of the teachers' work and they also have the task of inspecting NQTs formally during the two-year probation period. However these contacts only occurred two or three times within each academic year, so the degree of help or advice that NQTs receive was minimal. Characteristically, a male participant complained of an inspector who not only did not observe him teaching but he did not even open up a discussion with him in order to listen to possible problems or difficulties he was facing.

An additional induction activity available to NQTs was through mandatory weekly staff meetings. In these meetings teachers looked at whole school issues such as discipline problems, curriculum changes, innovations, teaching methods, methodological considerations, timetabling issues, educational psychology and learning-behavioural issues. In these staff meetings NQTs had the opportunity to find help and get feedback about issues, difficulties or problems they had to cope with.

An alternative informal induction activity for some of the NQTs was the opportunity of being observed by other colleagues, usually by the head teacher. At the same time some of the NQTs mentioned the opportunity to observe other experienced colleagues teaching. They valued this activity because, as a male participant explained by observing the “demonstration lessons” (ideal or model lessons specifically prepared by experienced teachers in order to be observed by NQTs or other teachers) teachers had the chance to watch different and various learning activities, they understood how to motivate pupils, organised and managed the classroom and time, and generally they got many ideas how to plan and organise effective lessons. Usually these lessons were prepared in collaboration with the school inspector and they were observed by teachers who worked in other schools, taught in the same grade and had the same inspector.

A female teacher agreed that NQTs benefited from observing ideal or model lessons, but added that these lessons also caused stress and great anxiety to NQTs who wondered how and if they would personally manage to prepare such lessons. She also argued that sometimes these lessons seemed unreal or impracticable or impossible to be planned because they were so time consuming.

### **Suggestions made by the NQTs and the implications of these suggestions**

This section summarises the suggestions of NQTs during the focus group interview about effective induction.

Participants noted that the MoEC should give high priority to the introduction of school-based induction programmes for NQTs. They believed that in the development of a school-based induction programme experienced teachers and NQTs should participate in the planning, problem solving, decision-making and implementing of the induction activities. Only then teachers' needs will be considered and expectations will be met.

The participants suggested that where a new teacher is appointed, the school should identify one member of the school staff to act as mentor (also mentioned in Moyles et al, 1999; Nemser-Feiman, 1996; Tickle, 1994; Andrews, 1987; and APEC study, 1997). The participants expected the mentor to be counsellor, guide, expert and friend. They argued that the mentors should not be involved in the process of teacher assessment.

The participants felt that the induction programme should include opportunities of classroom observation and feedback (also mentioned in NUT, 2003, p 6; Tickle, 1994, pp 161-162 and 168-169; and Wu, 1998, p 223) and regular contacts with other NQTs in order to share ideas and experiences.

Some participants added that it is essential to investigate and identify NQTs' personal and professional needs and expectations and then decide on and implement appropriate induction programmes.



Finally the NQTs argued that if we want induction to be effective there should be clearer and stronger links between a) the different stages of teacher education. especially between ITT and induction and b) ITT institutions, LEAs and schools involved in induction programmes. NQTs noted that the purposes of induction should be to improve teaching performance, counter isolation and mature teachers faster.

**Questionnaires**

**Target Population - Sample - Response Rate**

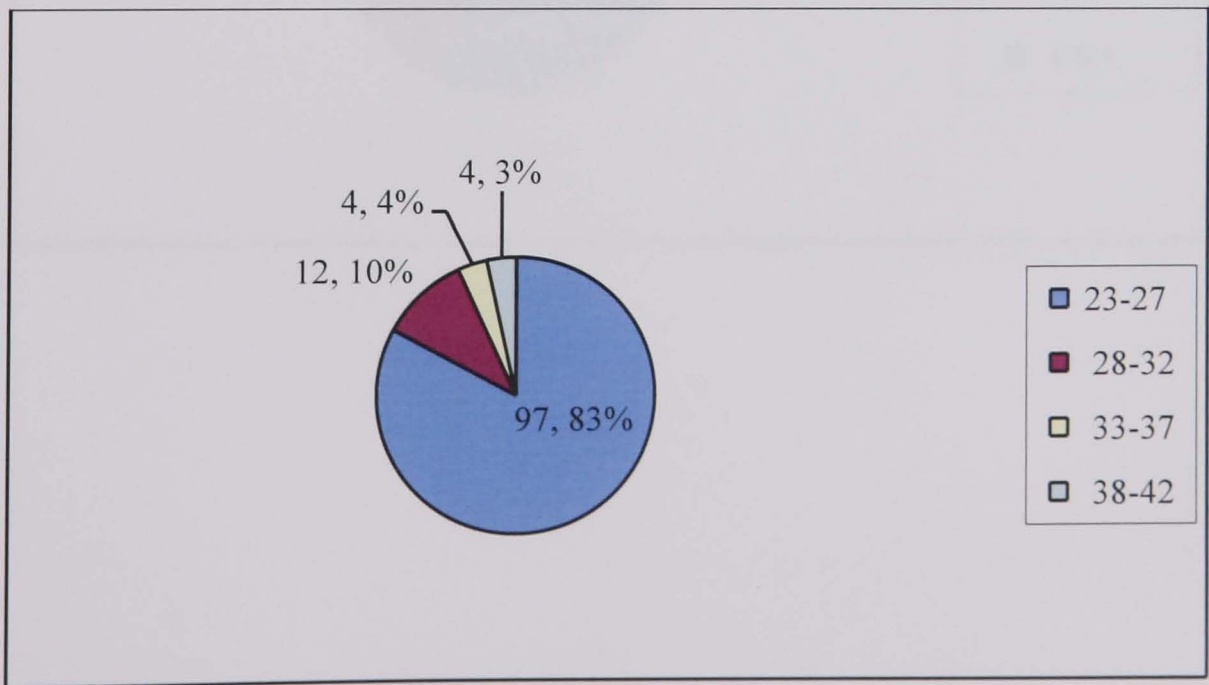
In this study all Cyprus Primary NQTs with up to three years of teaching experience formed the target population (150 female and 39 male NQTs). I chose to select a large sample (almost 75% of the target population) with random sampling in order to have as representative a sample (106 female and 30 male NQTs) as possible and large enough so the findings can be generalised for the whole target population. The response rate was quite impressive given that 86% of the sample (117 (91 female and 26 male NQTs) of 136) answered and returned the questionnaire.

**Results/Responses to the items of the questionnaire**

**Part A**

Figure 1 shows that 83% of the NQTs who participated in the study are under 27 years old and only 7% are over 33 years old. The remaining NQTs are between 28 and 32 years old.

**Figure 1: The Respondents by age (A2 item of the questionnaire)**



According to Figure 2, 92% of the participants are graduates of Greek speaking universities and only 8% are graduates of English speaking universities. These rates can be explained by the fact that in Cyprus the vast majority of schools are public schools (342 of 370 or 92%) (Statistical Service, 2006, p 35) which use the Greek language as their main language and because teachers in Cyprus are public servants with high salaries. Additionally, graduates of other countries, except Cyprus and Greece, after their graduation have to attend a pre-service programme in the University of Cyprus in order to be eligible to be appointed to public primary schools. Therefore, pupils who want to become teachers prefer to study in Cyprus or Greece because they do not have to pay fees and immediately after their graduation they are eligible to be appointed to Cyprus Primary Schools.

**Figure 2: The Respondents by country of graduation  
(A3 item of the questionnaire)**

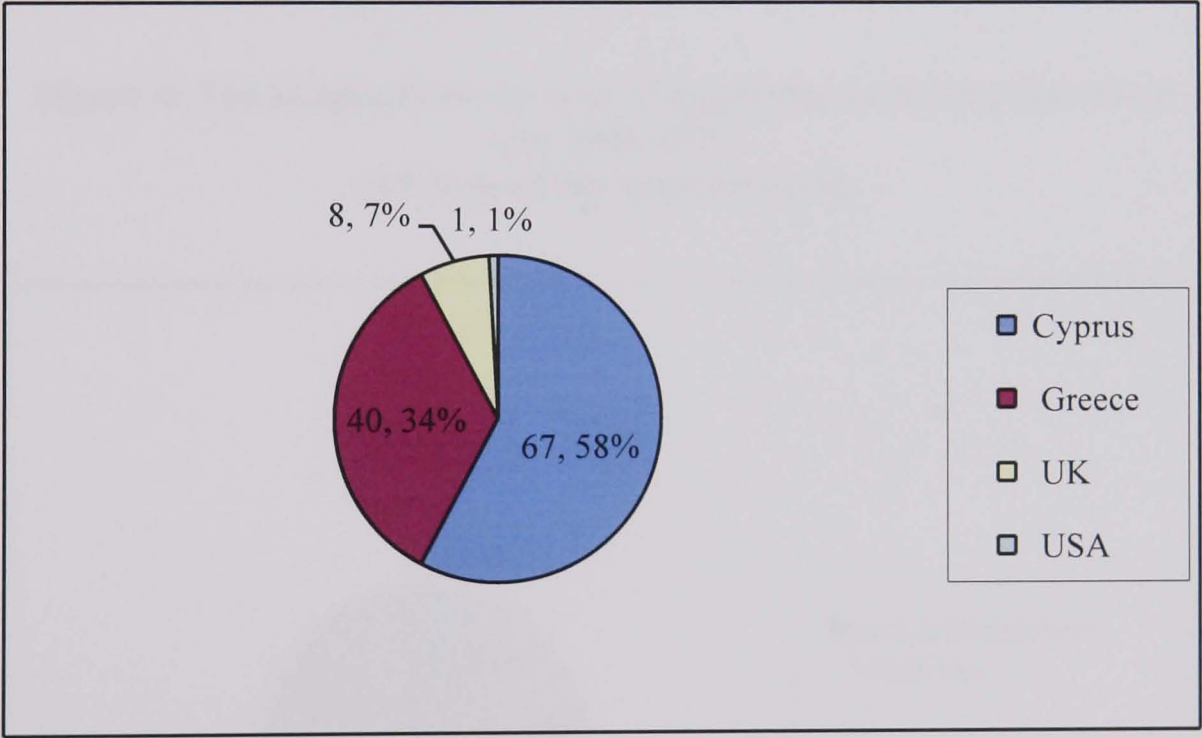
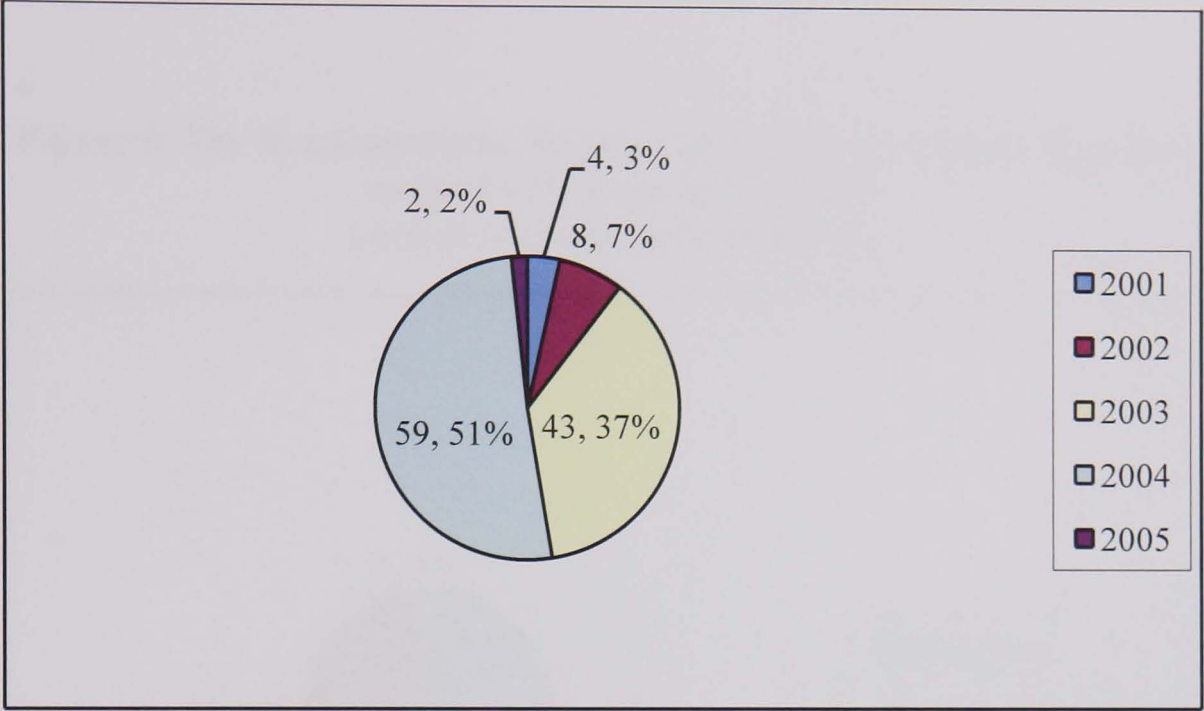


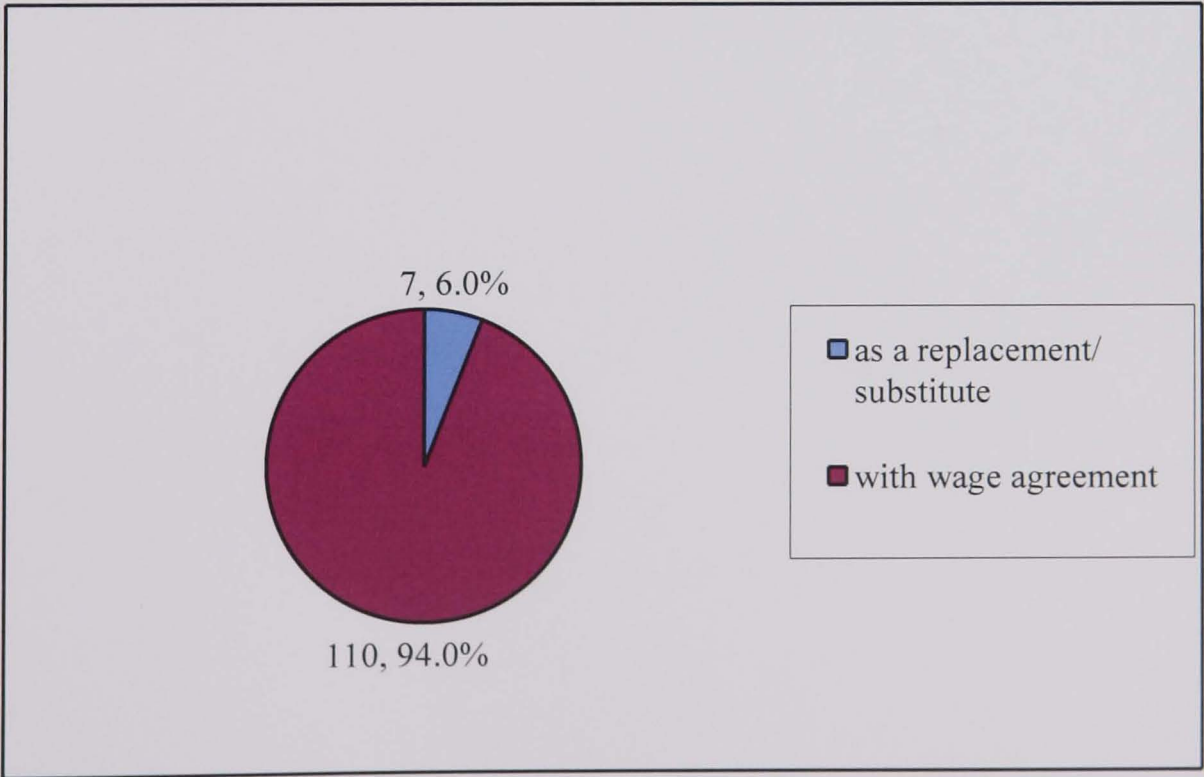


Figure 3 shows that 88% of the respondents graduated in 2003 or 2004 and Figure 4 shows that 94% of the respondents were appointed with wage agreement.

**Figure 3: The Respondents by year of graduation  
(A4 item of the questionnaire)**



**Figure 4: The Respondents by type of appointment during the school  
year 2006-2007  
(A5 item of the questionnaire)**



According to Figure 5, 53% of NQTs who participated in the study in their first appointment with wage agreement worked in schools located in cities and 44% in schools located in the countryside.

**Figure 5: The Respondents by location of the school in which they first worked with wage agreement (A10 item of the questionnaire)**

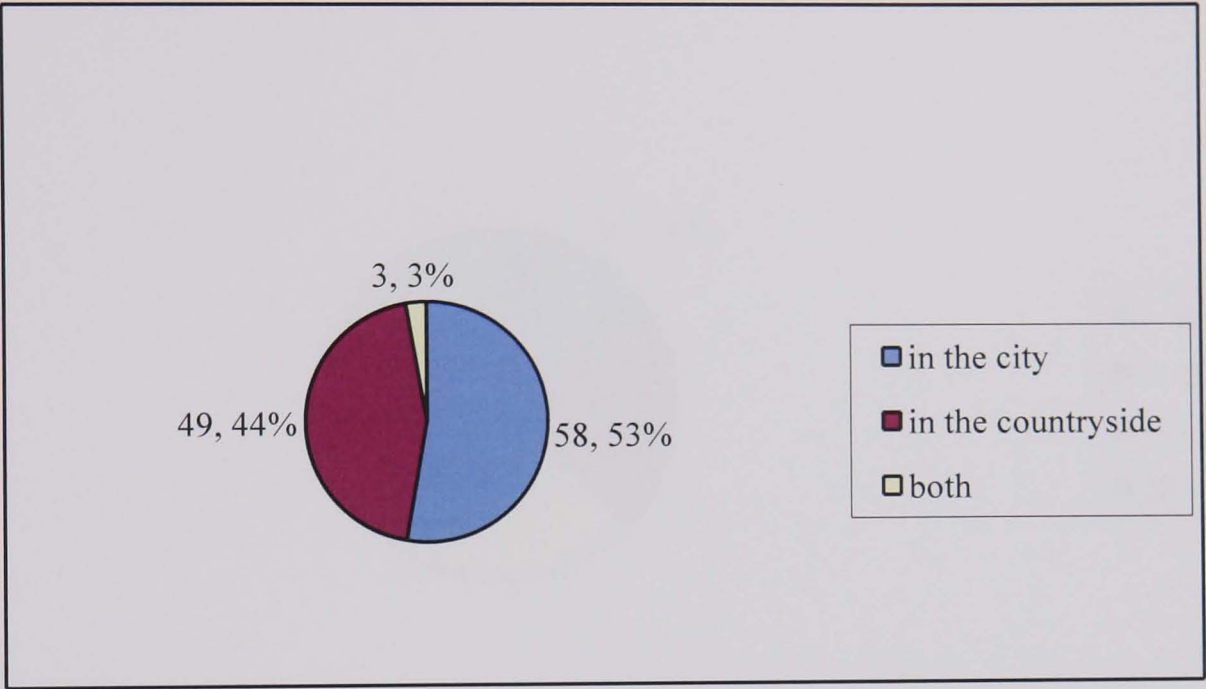


Figure 6 sets off the problem of the appointment of NQTs in small schools located in the countryside with fewer than 10 teachers. 37% of NQTs were appointed in such schools where inadequate guidance and support existed.

**Figure 6: The Respondents by number of teachers in the school in which they first worked with wage agreement (A11 item of the questionnaire)**

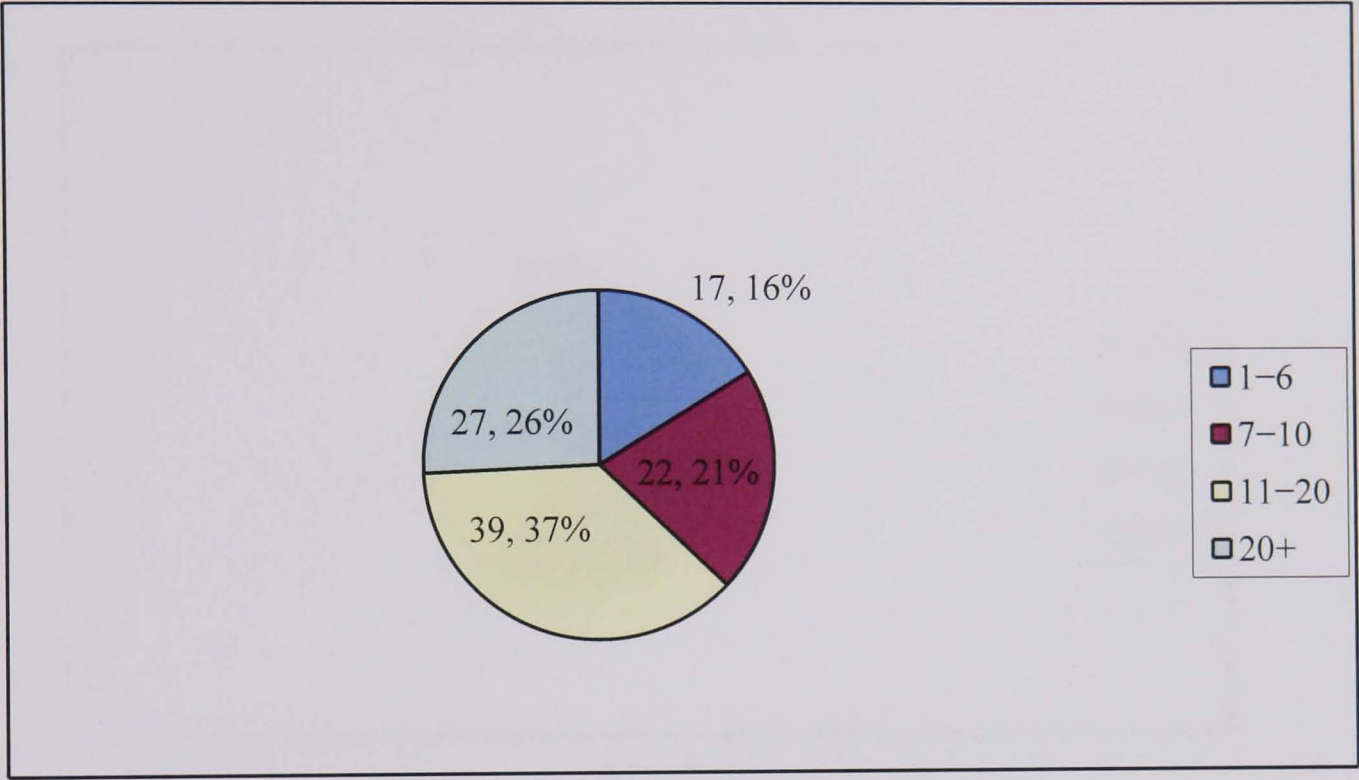
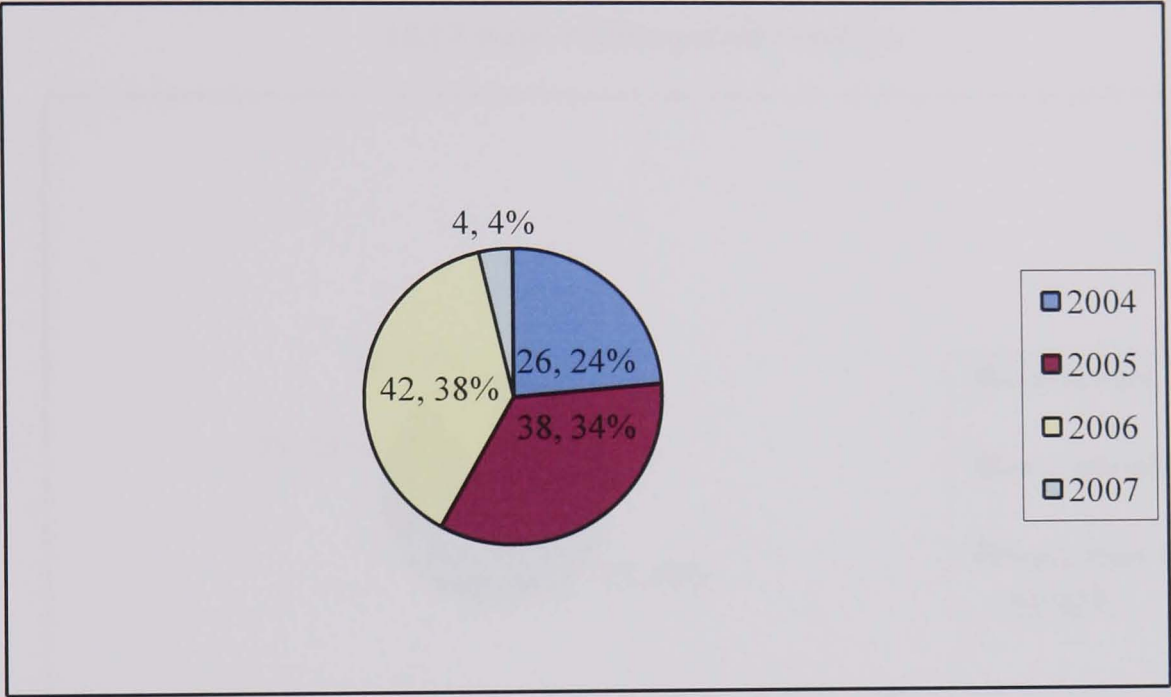


Figure 7 shows that 24% of the participants who are appointed with wage agreement had 3 years of teaching experience, 34% had 2 years of teaching experience and 38% have 1 year of teaching experience. 4% were appointed with wage agreement in January 2007, so they had only a few months of teaching experience.

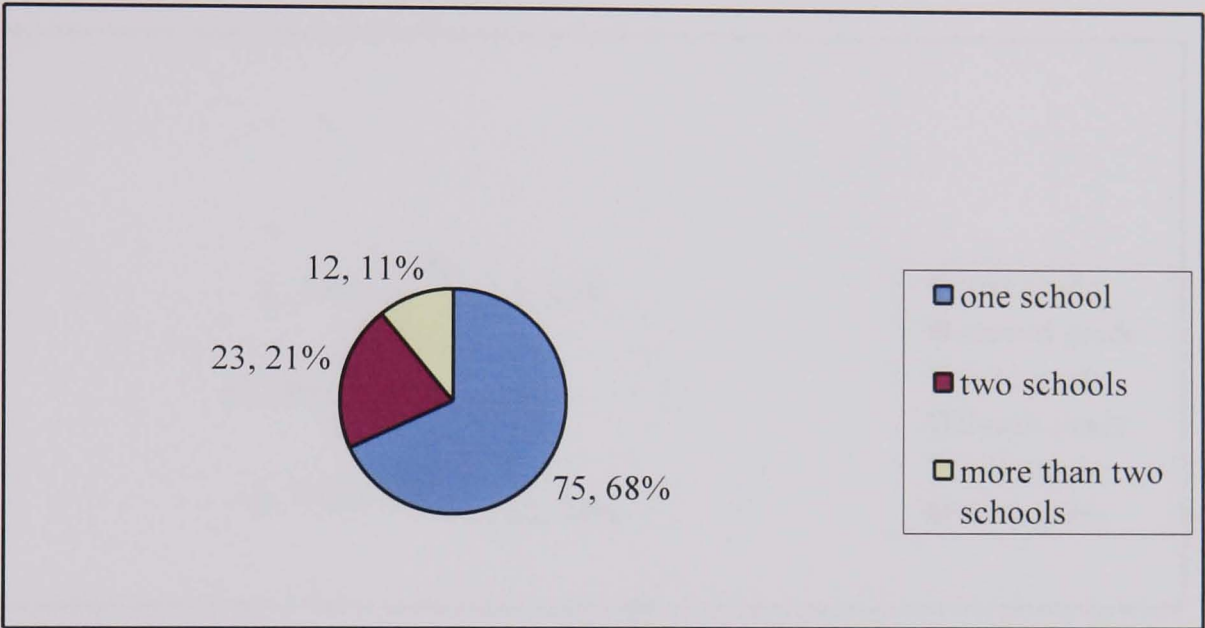
**Figure 7: The Respondents by year of appointment with wage agreement  
(A9 item of the questionnaire)**





Figures 8 and 9 show that 32% of the NQTs worked in more than one school in their first appointment with wage agreement and 53% of those teaching in one school had to teach in more than one class. 40% of those teaching in one school had to teach in more than two classes. Consequently, many NQTs in Cyprus are appointed by the authorities with increased duties and overloaded timetables.

**Figure 8: The Respondents by number of schools in which they first worked with wage agreement  
(A12 item of the questionnaire)**



**Figure 9: Number of Classes in which NQTs taught during their first appointment with wage agreement  
(since they taught only in one school)  
(A13 item of the questionnaire)**

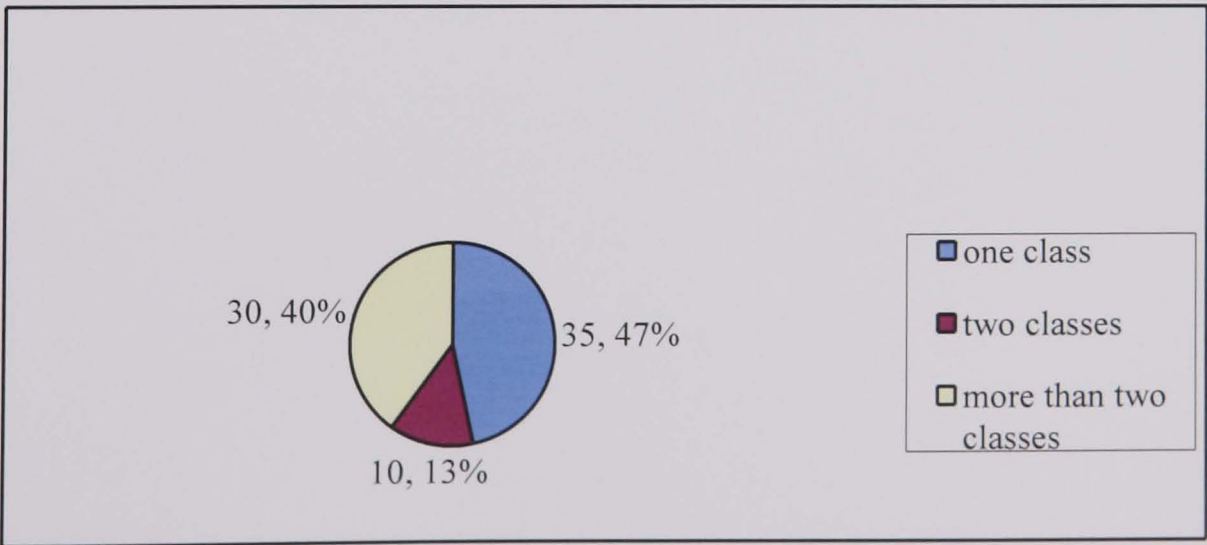
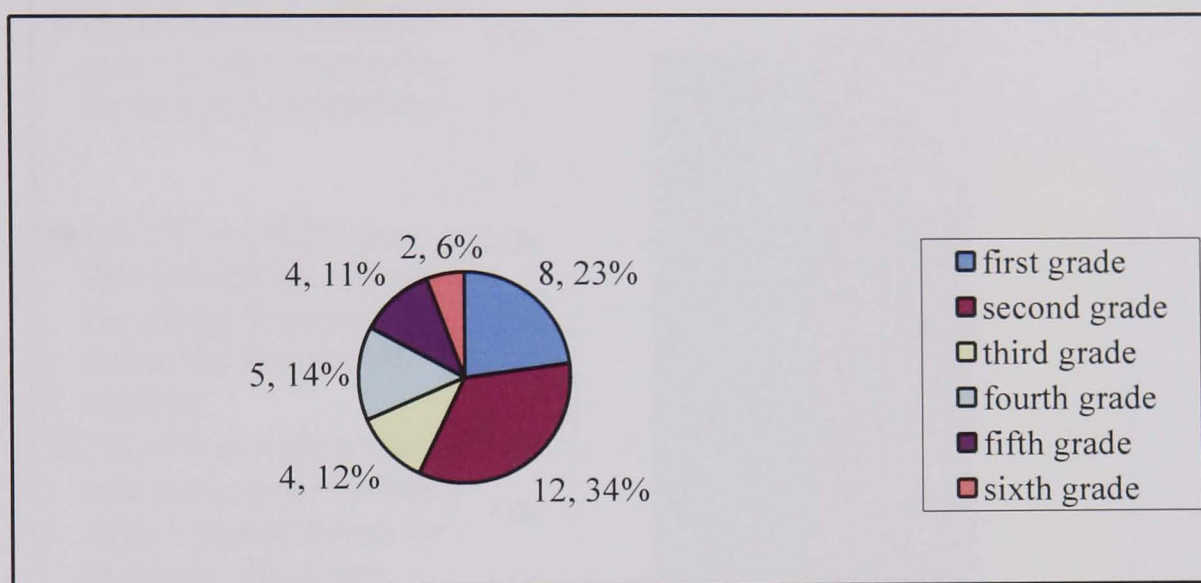




Figure 10 shows that 57% of the NQTs who taught only in one class/grade in their first appointment with wage agreement did it in the first two grades. 69% taught in the first three grades or Cycle A' as it is called in Cyprus and only 31% taught in Cycle B'. Most of the big schools in urban centres are divided into two cycles: Cycle A' and Cycle B', comprising grades 1 to 3 and grades 4 to 6, respectively.

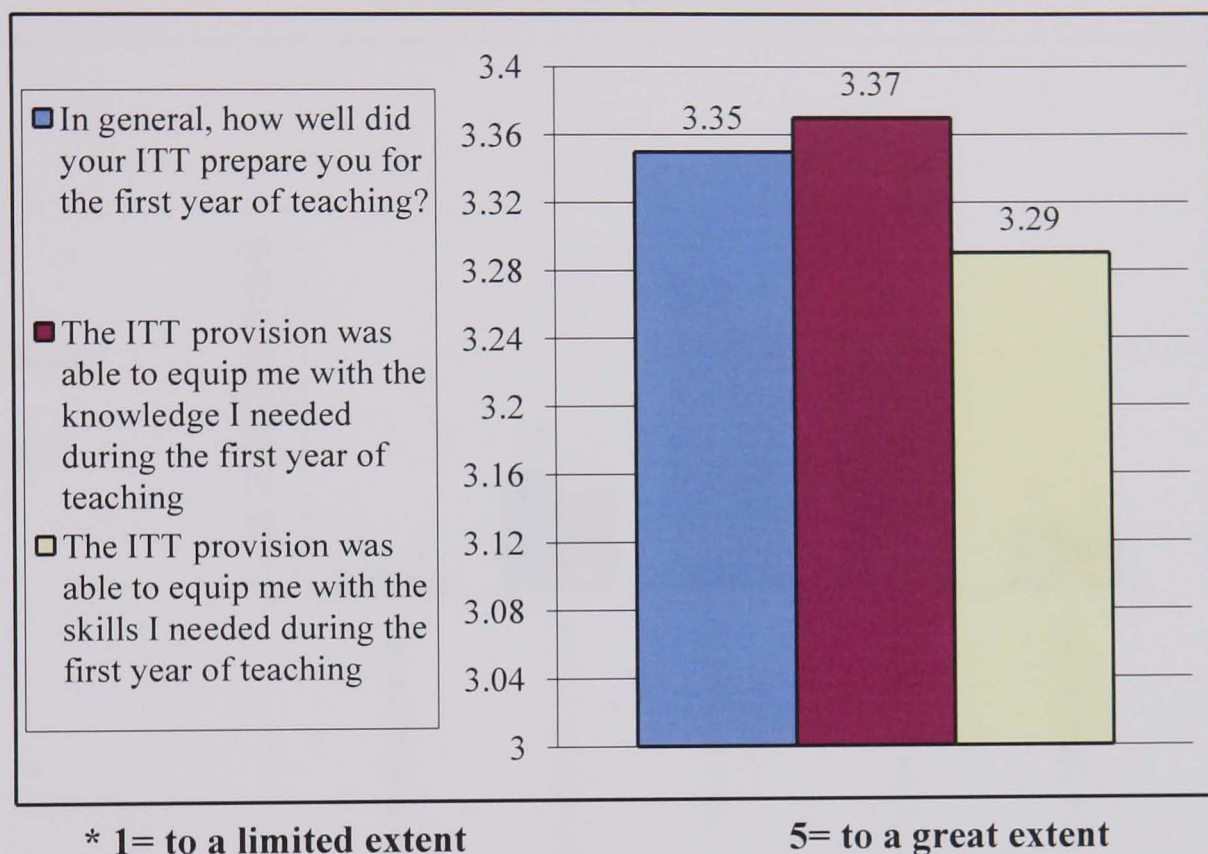
**Figure 10: The Respondents by class (grade) in which they taught during their first appointment with wage agreement (since they taught only in one class)  
(A14 item of the questionnaire)**



## Part B

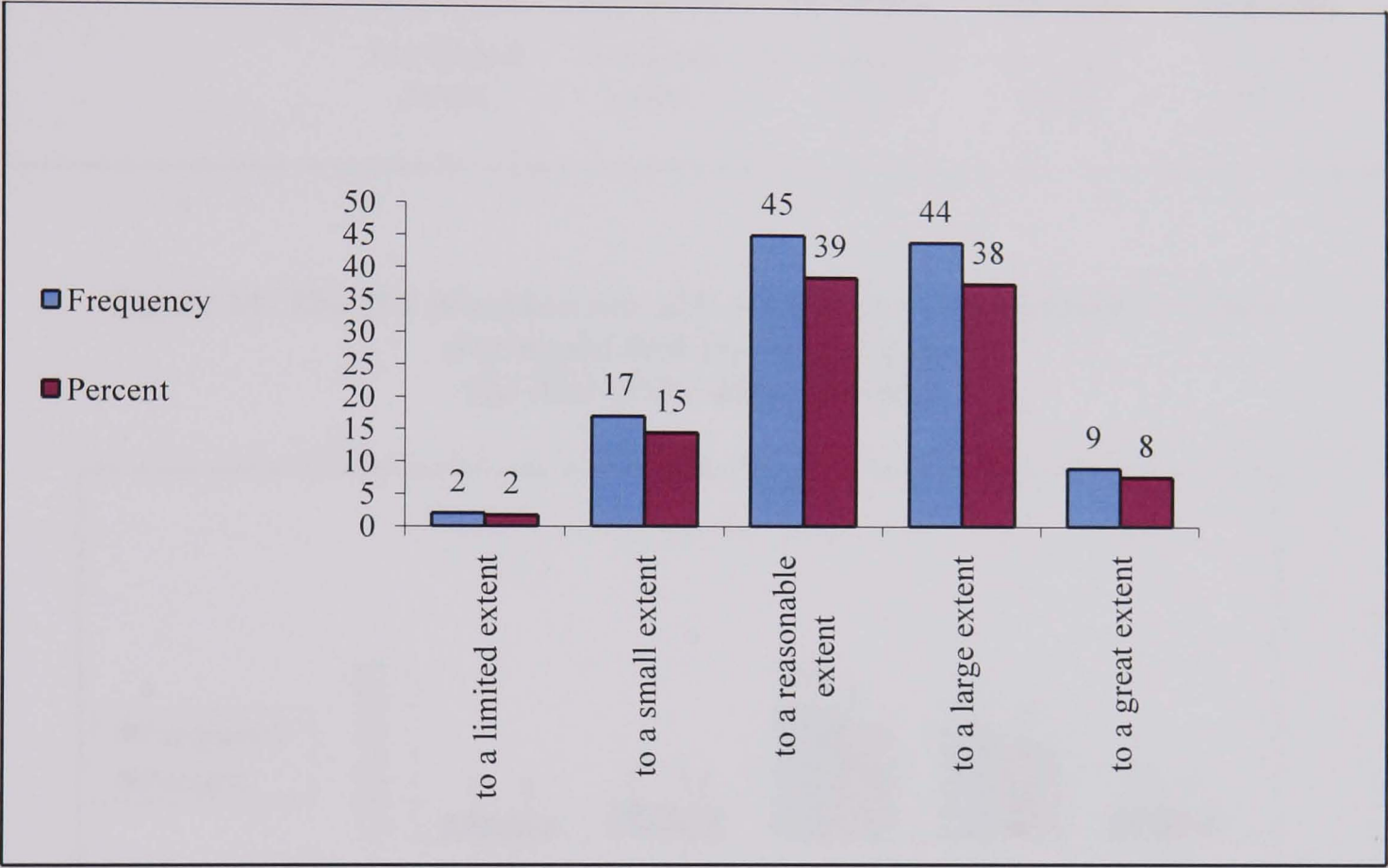
According to the mean scores on Figure 11, NQTs believed that the Initial Teacher Training in general prepared them to a reasonable extent. At the same time they believed that the ITT provision also equipped them with the knowledge and skills they needed during the first year of teaching to a reasonable extent.

**Figure 11: B1 - B3 items of the questionnaire**



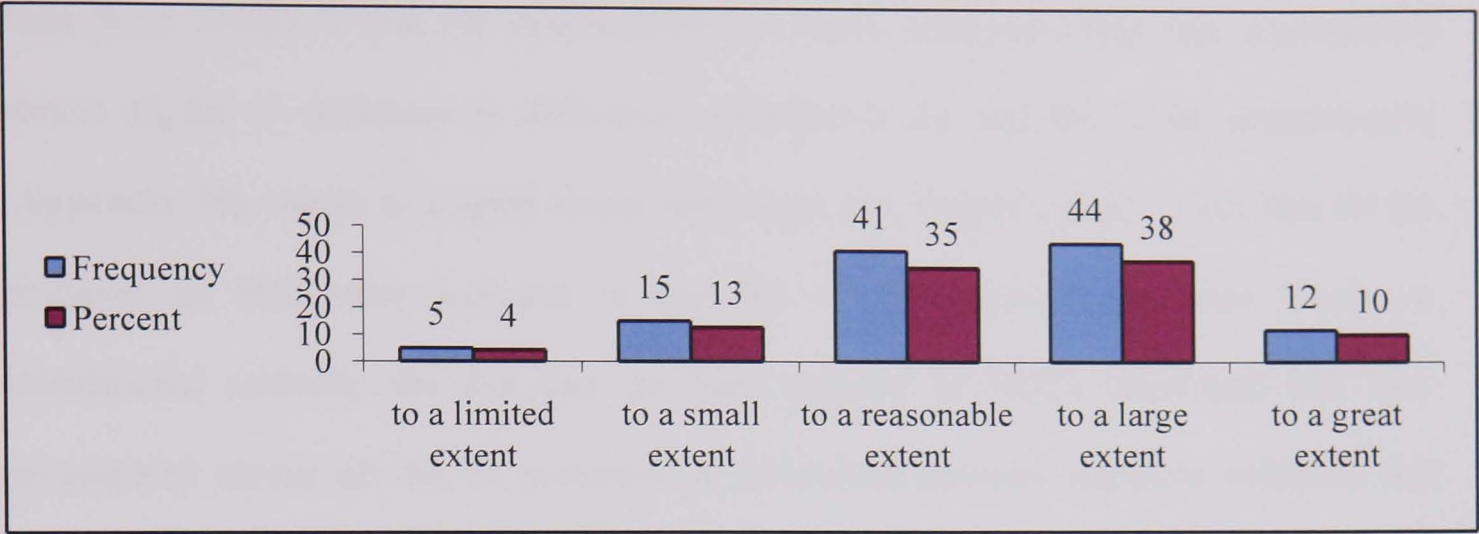
Figures 12 – 14 show that 17%, of NQTs argued that the ITT prepared them for the first year of teaching to a limited or to a small extent, 17% argued that the ITT provision equipped them with the knowledge they needed to a limited or to a small extent and 16% argued that the ITT provision equipped them with the skills they needed to a limited or to a small extent too.

**Figure 12: In general, how well did your ITT prepare you for the first year of teaching? (B1 item of the questionnaire)**

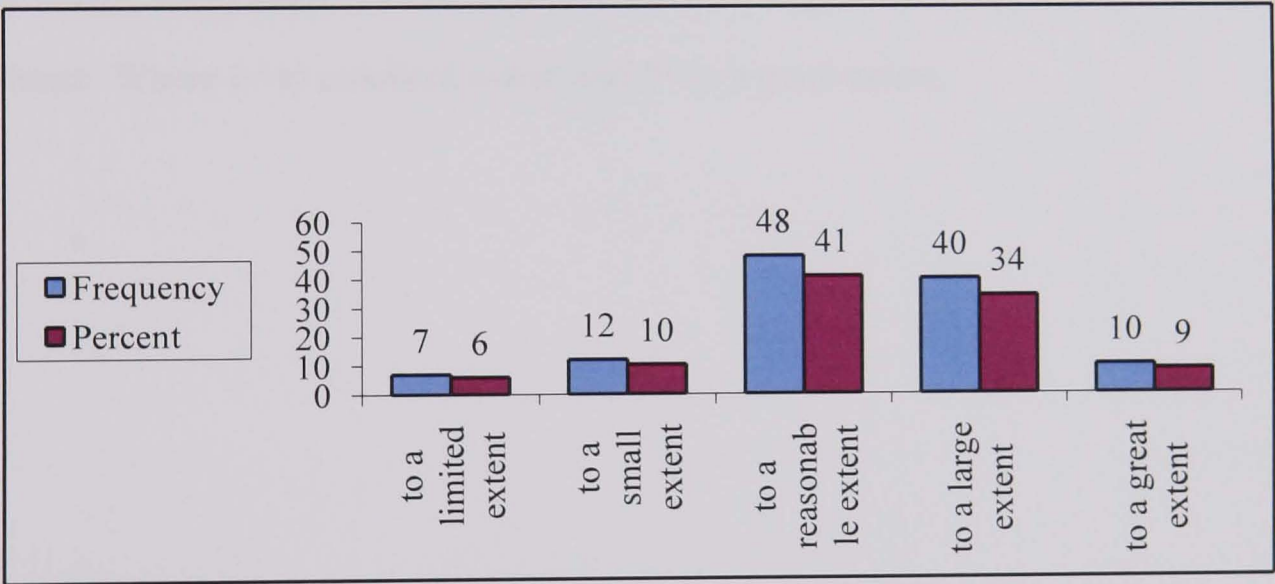




**Figure 13: The ITT provision was able to equip me with the knowledge I needed during the first year of teaching (B2 item of the questionnaire)**



**Figure 14: The ITT provision was able to equip me with the skills I needed during the first year of teaching (B3 item of the questionnaire)**



The results of the descriptive statistics (frequencies, percentages and means) relative to the extent that NQTs encountered problems or difficulties during the first three years of teaching experience are presented in Table 1 and Table 2. A crucial observation arising from these results is that the vast majority of NQTs mentioned that they encountered almost all the 33 problems or difficulties included in the part B4 of the questionnaire (**Appendix 15**), others to a great extent and others to a limited extent. Given that all the problems or difficulties included in part B4 of the questionnaire were based on international research, the fact that the vast majority of NQTs mentioned that they encountered almost all the 33 problems or difficulties provides adequate evidence that NQTs in Cyprus encounter the same problems and difficulties as their colleagues all over the world. The numbers in the first column of Table 1 indicate the item number as it is presented in the questionnaire. The numbers in the column “Mean”, of Table 2, indicate the extent NQTs encountered the specific problem during the first three years of teaching experience. Where 1= to a limited extent and 5= to a great extent.

**Table 1:** To what extent did you encounter the following problems/ difficulties during the first three years of teaching experience? (B4 item of the questionnaire) (mentioned in order of frequency or percentage)

<b>Item number</b>	<b>Problems encountered</b>	<b>Percentage of NQTs who encountered the specific problem</b>
<b>ix</b>	<b>Dealing with problems of individual pupils</b>	94.9
<b>xxx</b>	<b>Overloaded timetable</b>	93.2
<b>x</b>	<b>Coping with pupils facing learning difficulties</b>	93.2
<b>xxviii</b>	<b>Lack of spare time</b>	91.5
<b>iii</b>	<b>Time management</b>	91.5
<b>i</b>	<b>Classroom discipline</b>	91.5
<b>xxvi</b>	<b>Inadequate school equipment</b>	91.5
<b>xxi</b>	<b>Effective use of different teaching methods</b>	90.6
<b>xxix</b>	<b>Inadequate guidance and support</b>	89.7
<b>ii</b>	<b>Classroom organisation and management</b>	88
<b>xiii</b>	<b>Handling pupils' conflicts</b>	88
<b>xxxii</b>	<b>Increased duties</b>	86.3
<b>viii</b>	<b>Motivating pupils</b>	85.5
<b>xv</b>	<b>Understanding school culture</b>	85.5
<b>xxvii</b>	<b>Effective use of textbooks and curriculum guides</b>	85.5
<b>xx</b>	<b>Knowledge of subject matter</b>	85.5

**Table 2: To what extent did you encounter the following problems/ difficulties during the first three years of teaching experience? (B4 item of the questionnaire) (Based on mean value)**

* 1= to a limited extent		5= to a great extent
Item number	Problems encountered	Mean *
xxx	Overloaded timetable	3.22
x	Coping with pupils facing learning difficulties	3.15
xxviii	Lack of spare time	3.12
xiv	Meeting pupils with special needs	3.09
xxxi	Large class size	2.89
xii	Dealing with pupils of different cultures	2.87
iii	Time management	2.86
xxix	Inadequate guidance and support	2.82
xxxiii	Teaching at the same time pupils of different grades	2.79
i	Classroom discipline	2.78
ix	Dealing with problems of individual pupils	2.72
ii	Classroom organisation and management	2.71
xxxii	Increased duties	2.7

A detailed observation on Table 1 and Table 2 shows that the 4 problems or difficulties that NQTs encountered to the greatest extent (the mean value of the items lies between 3.09 to 3.22) are “overloaded timetable”, “coping with pupils facing learning difficulties”, “lack of spare time” and “meeting pupils with special needs”. It is also important to note that “dealing with problems of individual pupils”, “overloaded timetable”, “coping with pupils facing learning difficulties”, “lack of spare time”, “time management”, “classroom

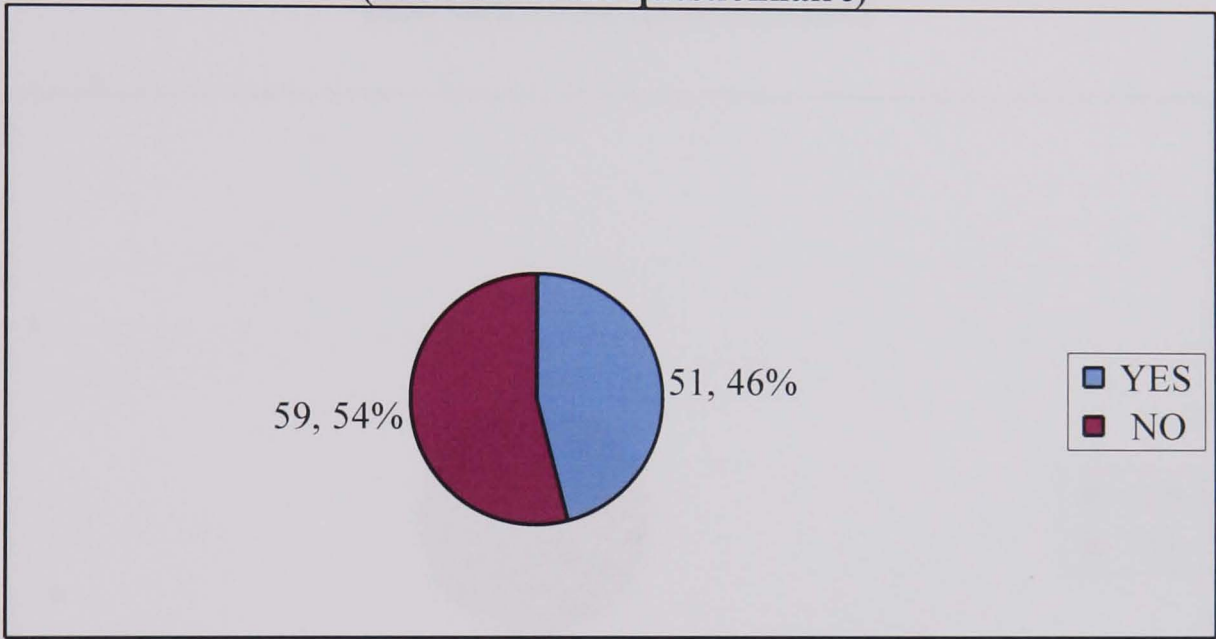
discipline” and “inadequate school equipment” are the most usual and frequent problems or difficulties that NQTs encountered, mentioned by most of them (between 91.5% to 94.9%).

It is also important to identify the problems or difficulties that the majority of NQTs encountered to a large or to a great extent. These are “overloaded timetable” (43.1%), “lack of spare time” (40.2%), “meeting pupils with special needs” (40.2%), “teaching at the same time pupils of different grades” (38.6%), “coping with pupils facing learning difficulties” (37.7%), “large class size” (35.5%), “dealing with pupils of different cultures” (33.7%), “classroom discipline” (30.9%). “Large class size” (21.5%) and “lack of spare time” (16.8%) are the two problems or difficulties that the majority of NQTs encountered to a great extent.

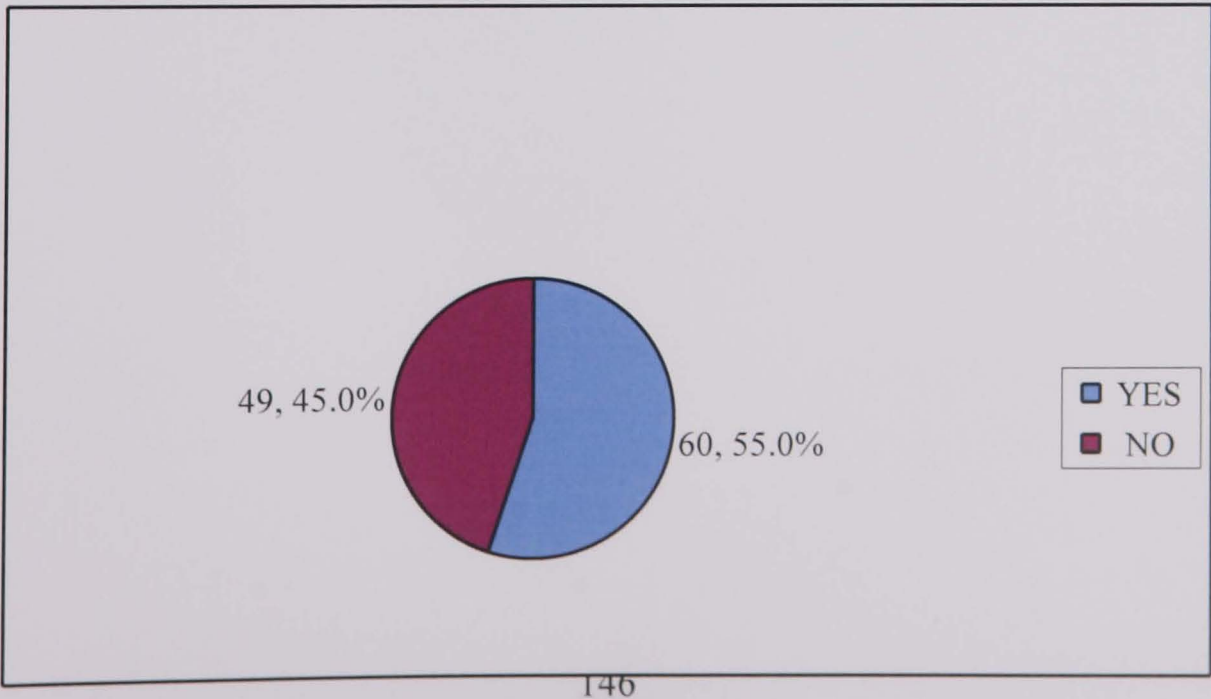


Figures 15 and 16 indicate that 54% of NQTs in their first appointment with wage agreement were not asked about their class teaching preferences and 45% were not asked about their subject teaching preferences. These findings are in line with the contents of Figures 11 and 12 which show that 32% of NQTs (35 out of 110) are appointed in more than one school and only 47% of them (35 out of 75) taught in one class. Therefore, only 32% of NQTs (35 out of 110) taught exclusively in one class.

**Figure 15: In your first appointment with wage agreement were you asked about your class teaching preferences prior to allocating teaching loads?**  
(B5i item of the questionnaire)

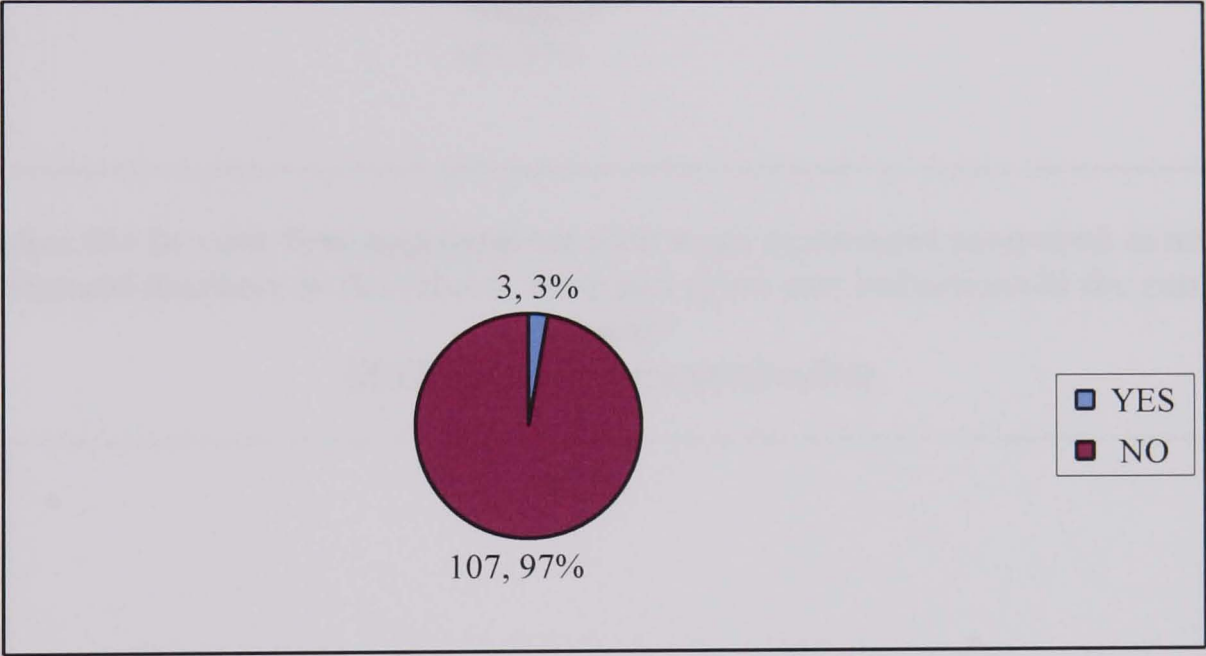


**Figure 16: In your first appointment with wage agreement were you asked about your subject teaching preferences prior to allocating teaching loads?**  
(B5ii item of the questionnaire)

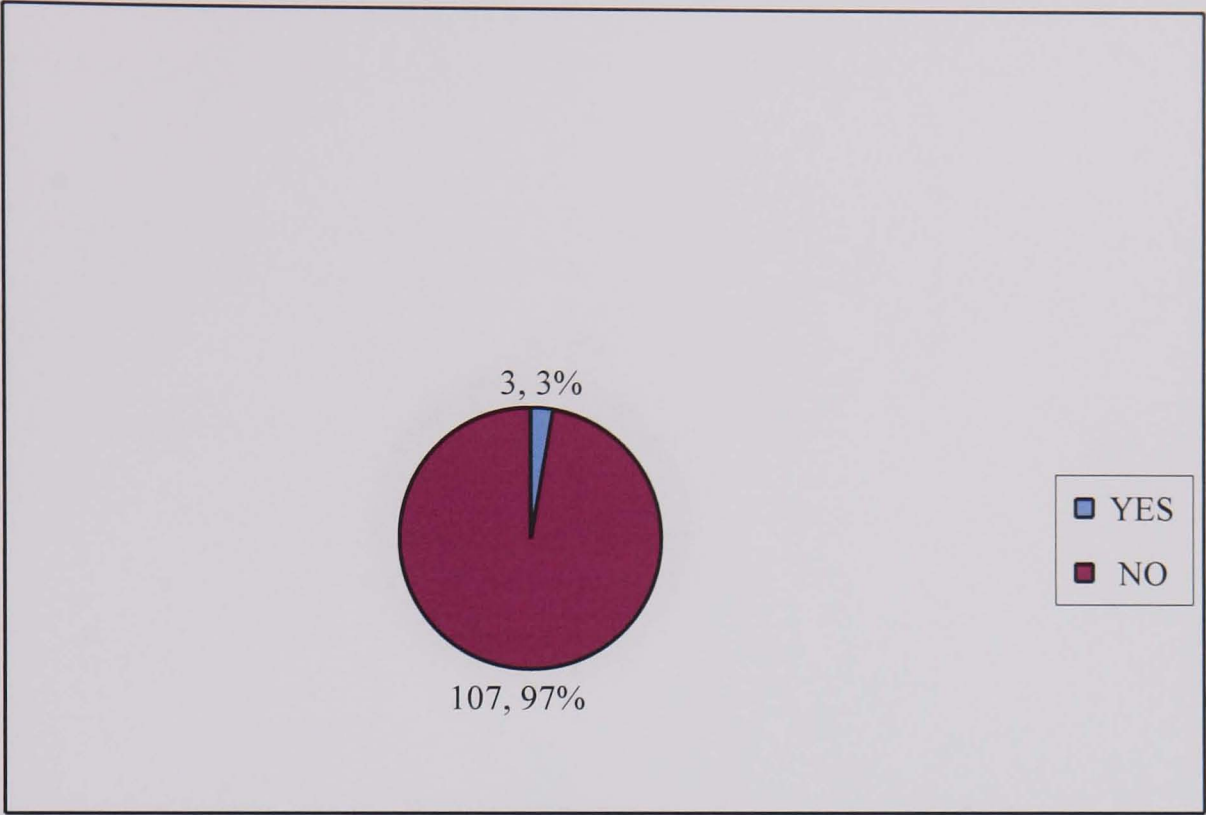


Figures 17-21 show that NQTs in Cyprus were not given any reductions in teaching hours compared to more experienced teachers in the school. 97% were not given any reductions in teaching hours or in the range of subjects they had to teach. Additionally, 94% of NQTs were not given any reductions in the range of classes and 94% were not given any reductions in the class size they had to teach. Finally 83% of NQTs were not given any reductions in their non-teaching duties.

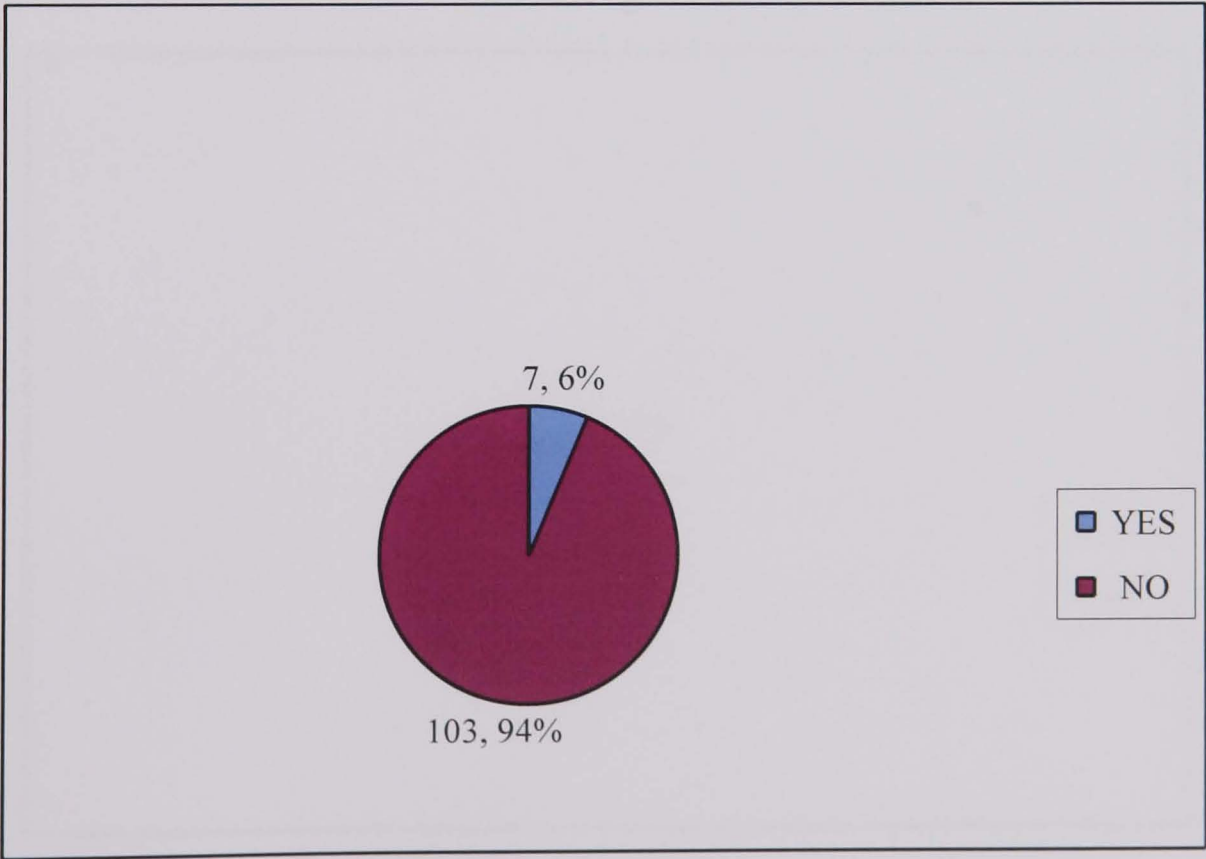
**Figure 17: In your first appointment with wage agreement compared to more experienced teachers in the school, were you given any reductions in teaching hours? (B6i item of the questionnaire)**



**Figure 18: In your first appointment with wage agreement compared to more experienced teachers in the school, were you given any reductions in the range of subjects?**  
(B6ii item of the questionnaire)

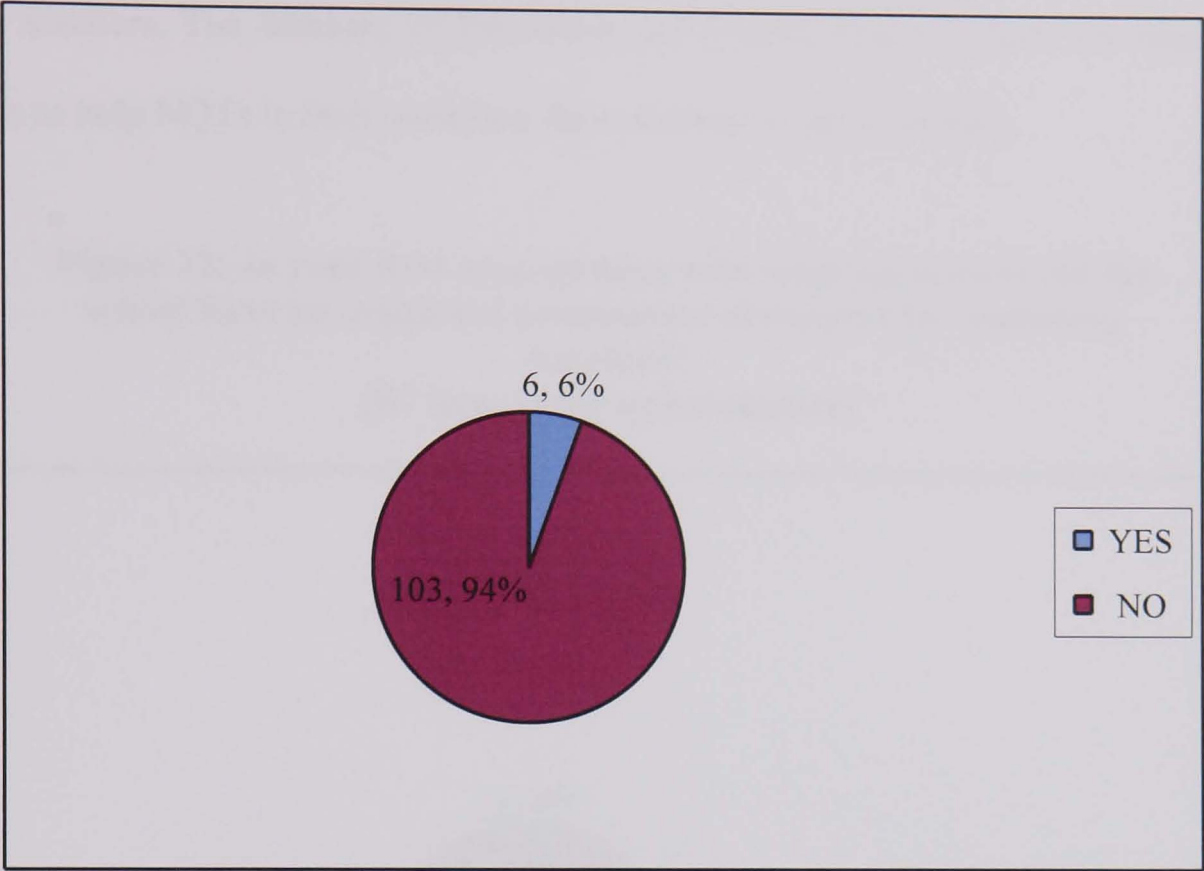


**Figure 19: In your first appointment with wage agreement compared to more experienced teachers in the school, were you given any reductions in the range of classes?**  
(B6iii item of the questionnaire)





**Figure 20: In your first appointment with wage agreement compared to more experienced teachers in the school, were you given any reductions in the class size(s)? (B6iv item of the questionnaire)**



**Figure 21: In your first appointment with wage agreement compared to more experienced teachers in the school, were you given any reductions in the non-teaching duties? (B6v item of the questionnaire)**

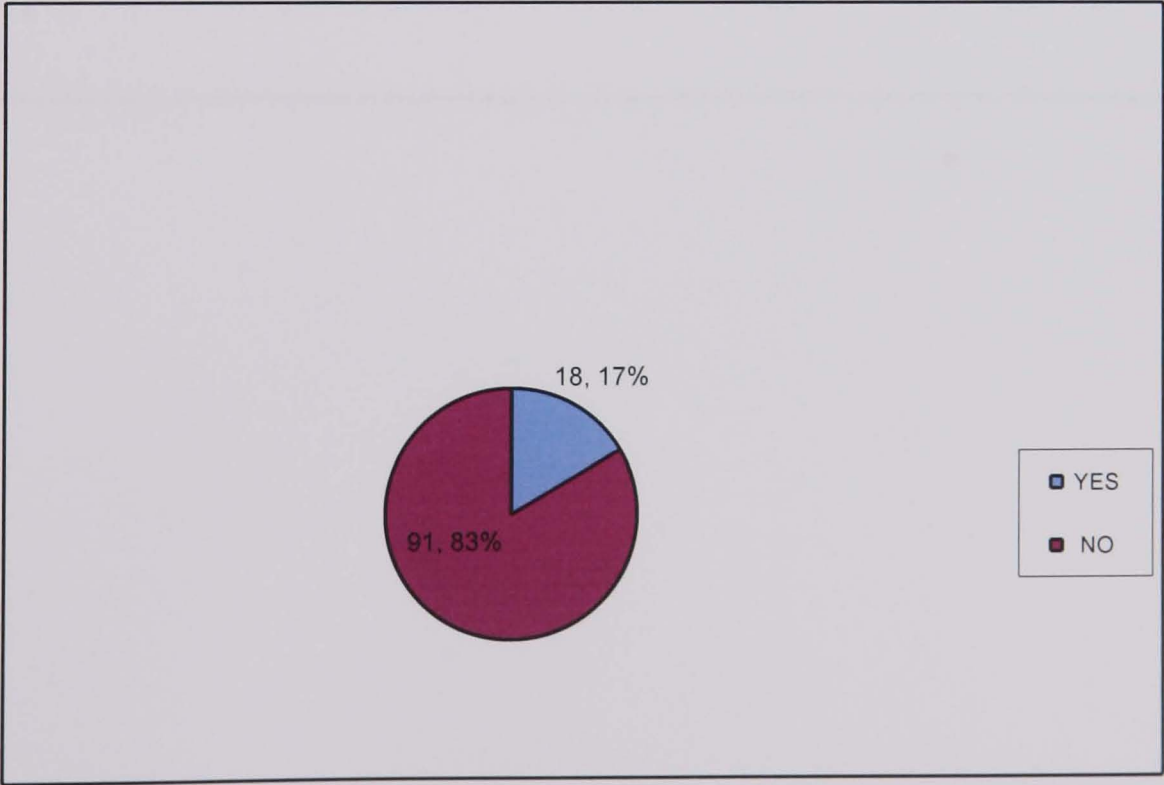


Figure 22 shows that only 2% of NQTs had the opportunity to attend an organised programme of support. Unfortunately, in Cyprus there is no formal induction policy for primary teachers. The Ministry of Education and Culture (MoEC) does not employ any practices to help NQTs in their transition from students to professionals.

**Figure 22: In your first appointment with wage agreement did the school have an organised programme of support for beginning teachers?**  
(B7 item of the questionnaire)

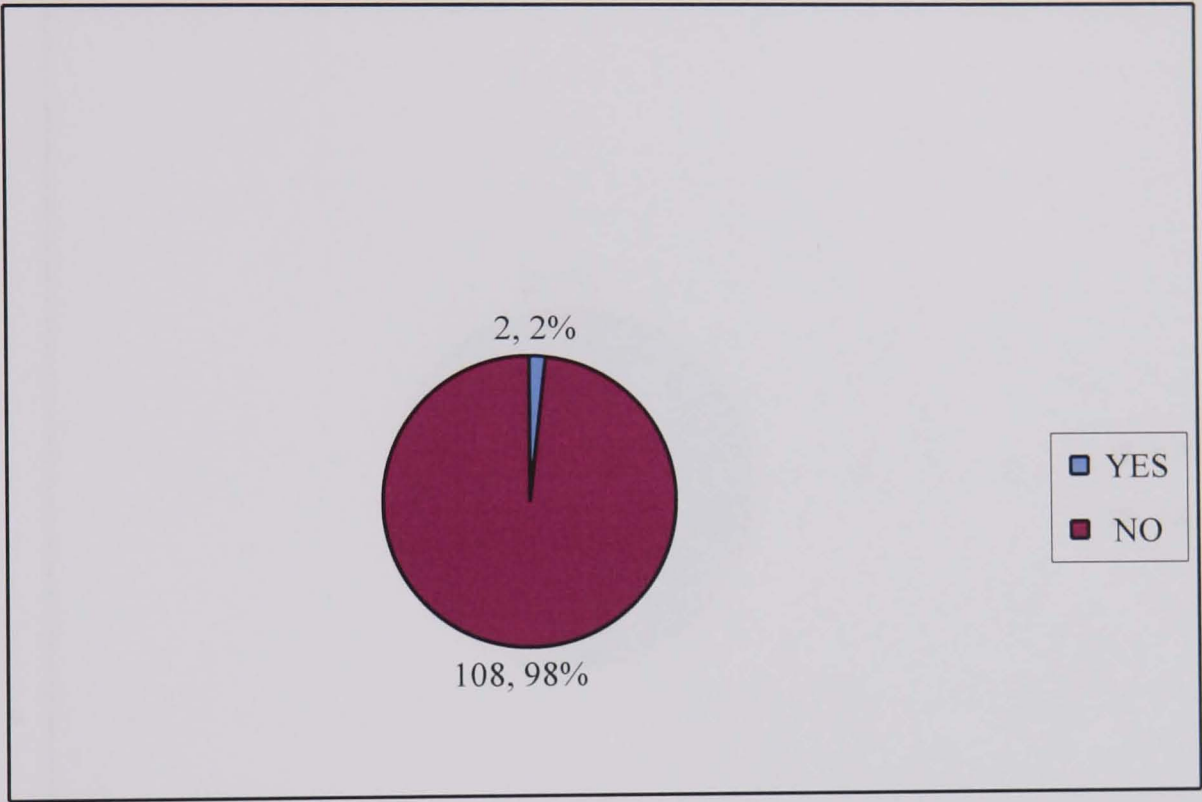


Figure 23 shows that almost all NQTs (98%) agreed that every school should have an organised programme of support for all beginning teachers. Schools are seen by NQTs as having a professional responsibility to ensure the NQTs are provided with a proper foundation from which to build.

**Figure 23: Do you think the school should have an organised programme of support for all beginning teachers?**  
(B11 item of the questionnaire)

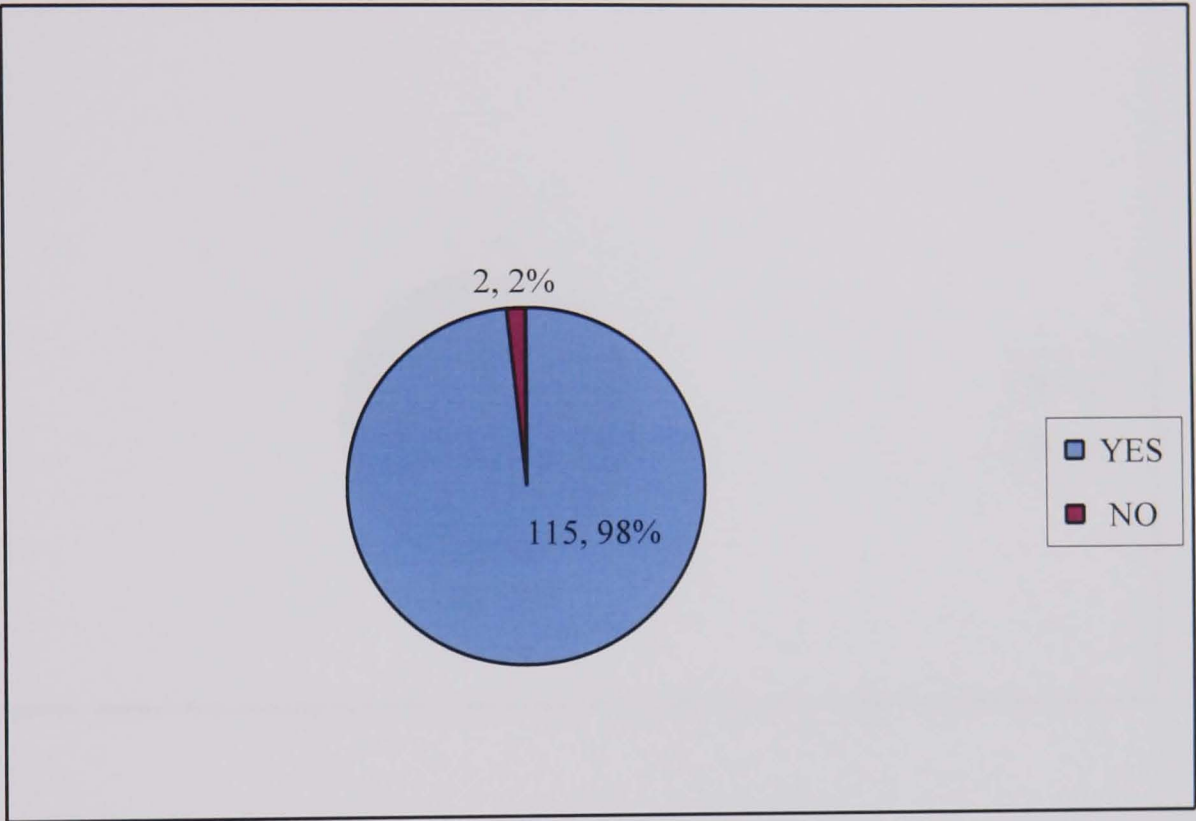


Figure 24 shows that 99% of NQTs (only 1 disagreed) argued that their needs and expectations should be considered in the development of a school-based induction programme.

**Figure 24: Do you think that NQTs’ needs and expectations should be considered in the development of a school-based induction programme?  
(B12 item of the questionnaire)**

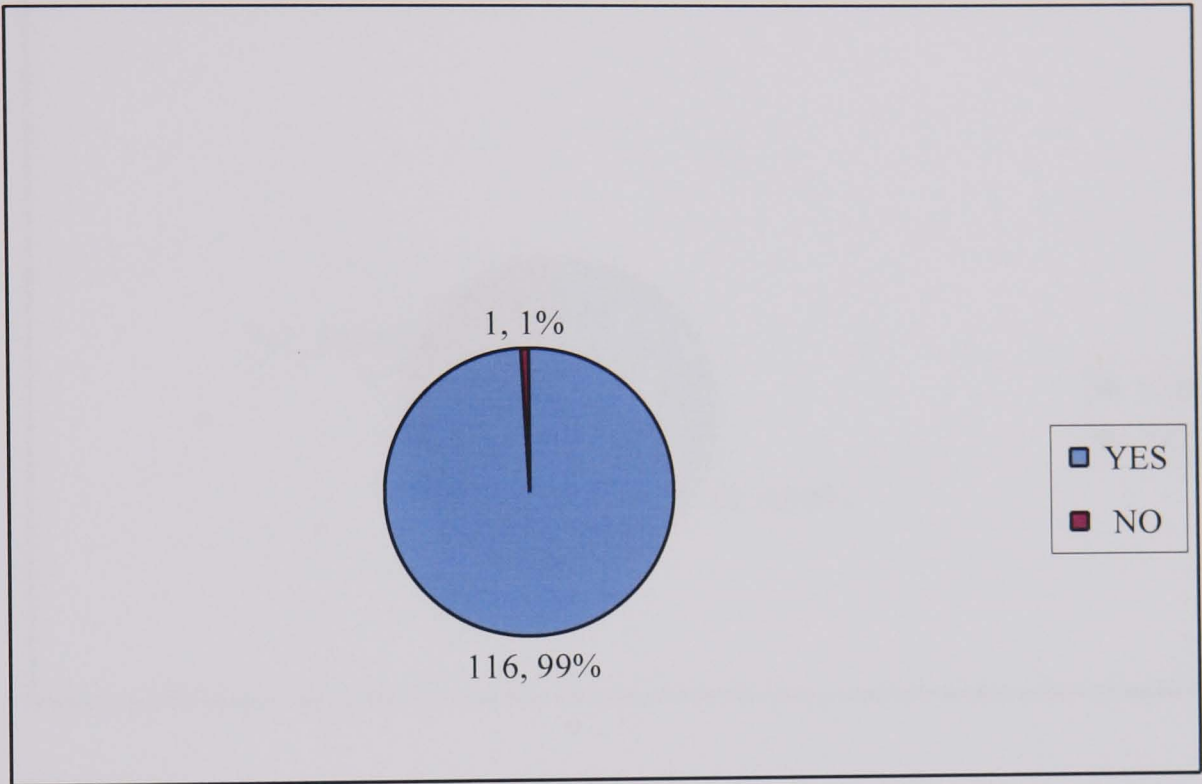




Figure 25 shows that 65% of NQTs argued that for each NQT an individual structured induction programme should be implemented. Some of the NQTs said that although they agreed they also felt that it would not be practical and easy to implement.

**Figure 25: For each NQT an individual structured induction programme should be implemented (B14 item of the questionnaire)**

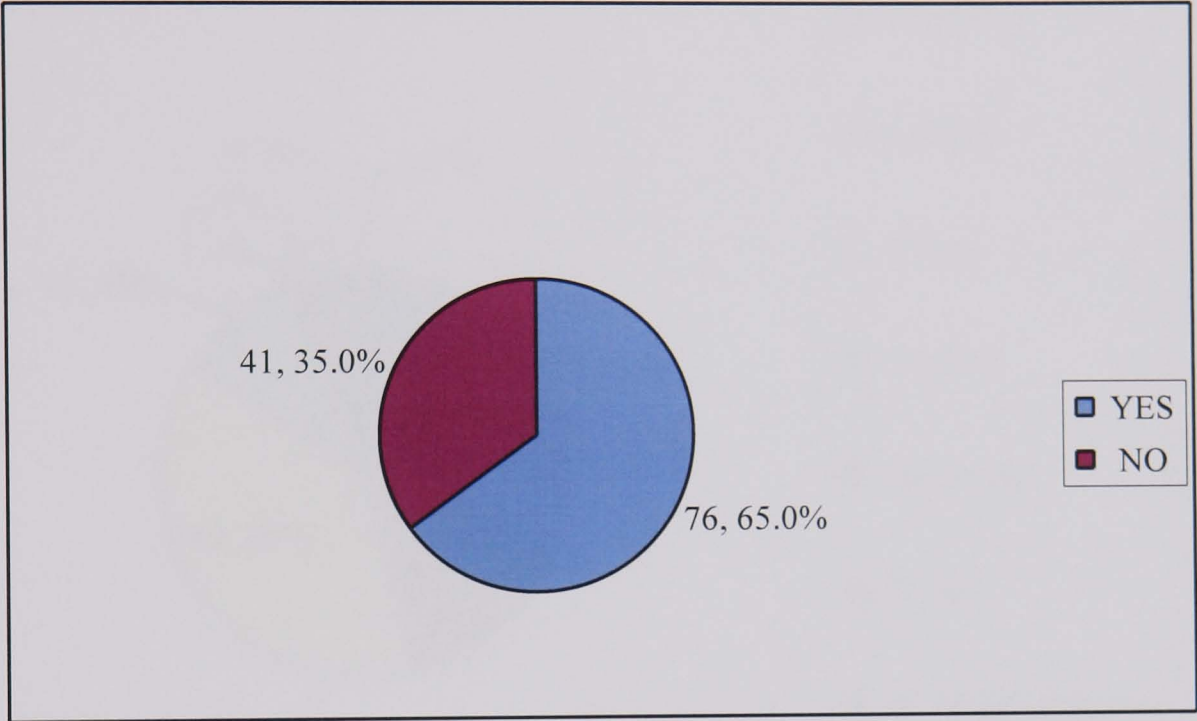




Figure 26 shows that 84% of NQTs argued that the school-based programme should last from 3 months to 1 year.

**Figure 26: The school-based induction programme should last: (B15 item of the questionnaire)**

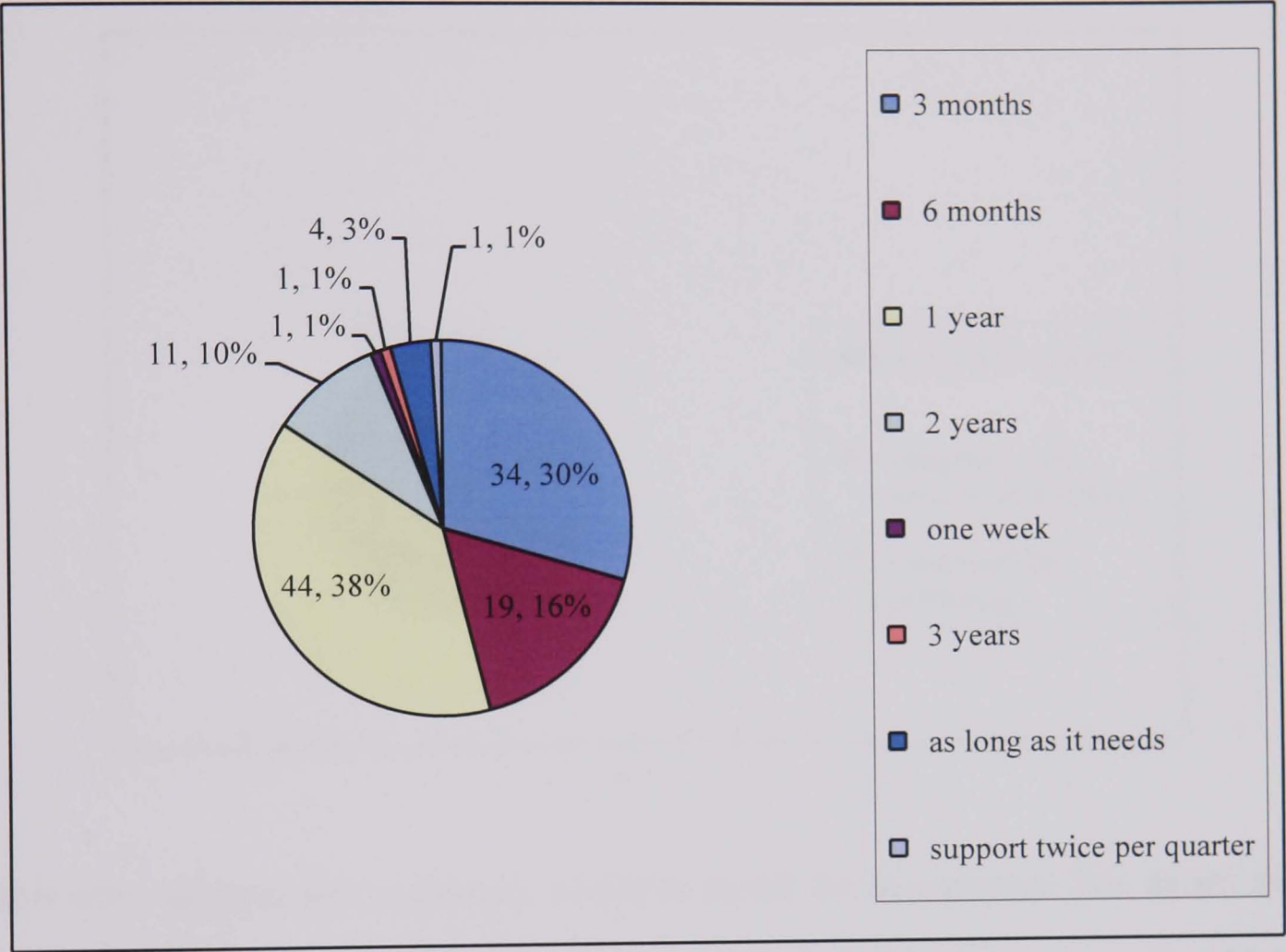
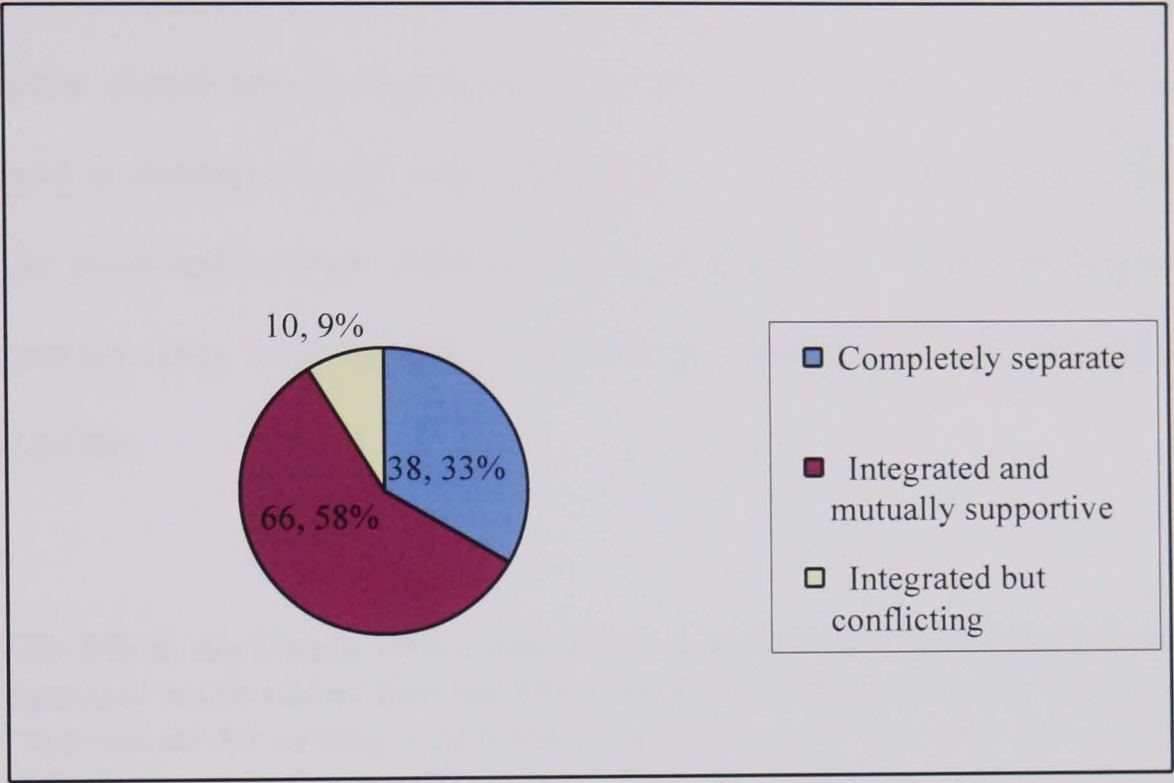


Figure 27 shows that the majority of NQTs (58%) argued that the processes of assessment and support should be integrated and mutually supportive.

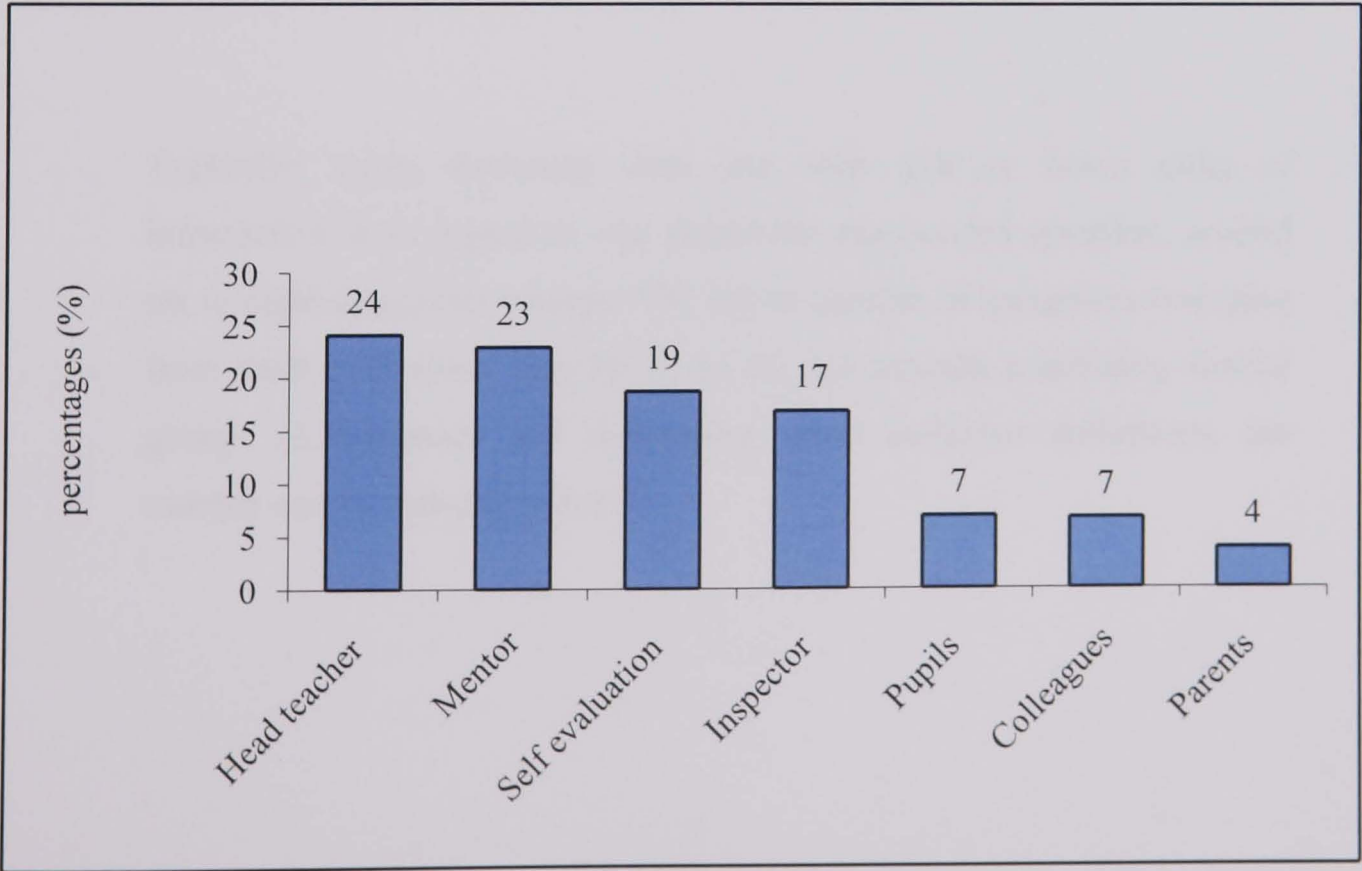
**Figure 27: In your opinion/experience, which of the following phrases best describes the relationship between the processes of assessment and support? (B17 item of the questionnaire)**



This view suggests that assessment of NQTs should be downplayed. This means that assessment should not be the primary focus of the induction process but it could be frequent and performed by a range of people (APEC, 1997).

Figure 28 shows that NQTs argued that the mentor and the head teacher should play a significant role in the process of NQTs' assessment for getting a permanent appointment. It is necessary here to note that mentors are non-existent in Cyprus Primary Education. I defined him/her as "the person being responsible for providing guidance and support to all NQTs, for the personal and professional development and improvement of NQTs and for helping them orientate to the school and the profession". At the same time they argued that the inspector should also be involved in the process but with a decreased degree of involvement in comparison with today. Additionally, Figure 31 shows that NQTs did not wish to be evaluated by their colleagues, parents and pupils. I believe that in Cyprus teachers are not ready to accept being evaluated by colleagues, parents and pupils. It is a matter of culture.

**Figure 28: Fill in the blanks with a number in a scale 0-100, indicating the degree of participation/ involvement that the following people should have in the process of NQTs' assessment for getting a permanent appointment. Where 0= no involvement, 100 = involvement in the greatest extent. The sum of the numbers should be 100. (B18 item of the questionnaire)**





### **Open-ended Questions B13 and B16**

The data analysis based on the NQTs' responses to the two open-ended questions of the questionnaire B13 and B16 helped to explore NQTs personal and professional needs during the first two years of teaching experiences and their expectations from an effective school-based induction programme. In order to simplify the qualitative data selected and discover patterns and relationships I used the following procedure: For every open-ended question I prepared a list of all the responses of the NQTs; I grouped the similar responses; I assigned a numerical value for each different grouped response; and then I counted up the number of instances in each group of responses. Doing this helped me to reduce the mass of data, quantify the qualitative data and find out which personal and professional needs and expectations of NQTs were mentioned more often. According to Tashakkori and Teddlie (1998, p 119) "The essence of qualitative data analysis of any type is the development of categories or themes that summarise a mass of narrative data".

A complete list of all the responses of NQTs to the B13 open-ended question is placed in **Appendix 16**. According to Tashakkori and Teddlie (1998, p 119):

Typically, when analysing data sets with 200 or fewer units of information with regard to one particular open-ended question, around six to eight categories emerge. The initial number of categories emerging from such a database may be 10 to 15, but through combining similar groups of responses and developing more inclusive definitions, the number can be reduced to 6 to 8.

Finally, eleven major categories emerged for the NQTs' responses with regard to question B13. Ninety-three NQTs answered question B13. According to the NQTs' responses their most frequent and consequently significant personal and professional needs during the first two years of teaching experiences were:

**Table 3: What were your personal and professional needs during the first two years of teaching experiences?**

<b>Personal and professional needs</b>	<b>Per cent (%)</b>
Guidance and support (from a mentor or/and experienced teachers or/and the head teacher)	43
Guidance and support for effective classroom organisation and management and for overcoming problems relating to classroom discipline	31
Help with the use of different teaching methods/strategies effectively and guidance and support in lesson planning	16
Information on legal obligations and duties - Information about school rules and policies	16
Guidance and support in managing time - More release time	13
Psychological support and guidance - Development of self-confidence (handling stress, motives for better results, encouragement, recognition of my efforts)	12
Guidance in overcoming problems relating to inadequate school equipment and materials	6
Information relating to teachers' rights	5
Guidance and support with the national curriculum - Knowledge of subject matter in order to teach it	5
Coping with pupils facing learning difficulties and increasing pupils' interest	5

Help in understanding school culture - Initiation into the culture of the school	4
--	---

Eleven major categories also emerged for the NQTs' responses with regard to question B16. One hundred and one NQTs answered question B16. The NQTs' most frequent and consequently significant expectations from an effective school-based induction programme are presented below in order of frequency (percentage). A complete list of all the responses of NQTs is placed in **Appendix 17**.

**Table 4: What do you expect from an effective school-based induction programme?**

<b>Expectations from an effective school-based induction programme</b>	<b>Per cent (%)</b>
Offer guidance and support a) in classroom organisation and management and b) in order to overcome problems and difficulties relating to classroom discipline	31
Offer guidance and support (from a mentor or/and experienced teachers or/and the head teacher)	22
Explain legal obligations and duties - Explain school policies and rules	19
Guide and support me in planning of lessons. Help me in using/implementing effectively different teaching methods/strategies	18
Familiarise me with the National Curriculum. Inform me about available curriculum materials and teaching resources	18
Offer opportunities to observe other experienced teachers' lessons and of being observed by other colleagues followed by feedback	17
Help me overcome problems that I face (e.g. problems relating with parents)	12
Inform me about teachers' rights	8
Guide me in evaluating and assessing pupils' work	8
Guide and support in issues relating to time management - Offer increased release-spare time, reduced teaching load	7

Help me cope with pupils facing learning difficulties	5
Offer psychological support (offer encouragement, develop of self-esteem and self-confidence, managing stress)	4

### **Parts C, D and E**

The NQTs responses to the Parts C, D and E of the questionnaire indicate that:

- i. The NQTs believed that all the forms of support, mentioned in the Part C of the questionnaire, would be beneficial if they experienced them as NQTs.
- ii. The NQTs argued that the most beneficial forms of support would be “Observing demonstration lessons”; “Access to an appointed mentor”; “List of Internet resources for beginning teachers”; “Peer support group meetings”; “Cooperative planning with a team of teachers”; and “Observing other teachers’ lessons (informally)”.
- iii. The NQTs who experienced specific forms of support rated the extent of benefit that they had lower than the extent of benefit that the NQTs who did not experience the specific forms of support believed that they would have if they experienced them. This finding indicates that the NQTs valued the support they received but they found that it was underused or poorly implemented. Even strategies that are generally highly-ranked, such as mentoring or observations or reduced teaching load are sometimes criticised by teachers because they were not properly and effectively implemented. Attention must be given to the actual implementation of the activity/opportunity to ensure that it provides the intended support.
- iv. The NQTs believed that the most important subjects for which they should receive support would be: “Managing student behaviour”, “Catering for students with a range of learning needs”, “Provision of materials for the organisation of school events”, “Effective teaching and learning strategies” and “Inclusion of students with a disability”.
- v. The NQTs who received support in certain subjects rated the extent of importance of each subject lower than the extent of importance that the NQTs who did not



receive support believed that the subjects would have. This finding indicates that the NQTs valued the support they received in certain subjects but they found that it was underused or poorly implemented. Attention must be given to the actual implementation of the activity/opportunity to ensure that it provides the intended support.

- vi. The NQTs believed that all the issues, mentioned in Part E of the questionnaire, for which they should receive information during the first days/weeks of their appointment with wage agreement, would be important to a large or great extent. The most important would be “Information about support programmes available to beginning teachers”; “Availability of curriculum materials and teaching resources”; “Information about procedures for probation and/or registration”; “School rules and policies”; “How to access school facilities and equipment”.
- vii. The NQTs who received information in certain issues rated the extent of importance of each issue lower than the extent of importance that the NQTs who did not receive information believed that the issues would have.

Detailed information for Parts C, D and E are presented in **Appendices 18-20**. These appendices present the extent NQTs believed that the particular forms of support that they should experience; subjects for which they should receive support; and issues for which they should receive information would be beneficial or important.

### **Relationship between NQTs perceptions and variables**

As I have indicated in Chapter 3, one of the aims of this research was to explore the extent to which NQTs' experiences and perceptions (problems they encountered during the first years of teaching experience, personal and professional needs and expectations of a future school-based induction programme) may differ according to their gender; age; country of ITT; size of school (number of teachers who are appointed in the school) and location of the school in which they first worked with wage agreement.

In order to determine if the observed difference between groups (e.g. male and female) was significant and dependable or one that might have happened by chance I used the chi-square test. Data were analysed using a probability value (p-value) of less than or equal to 0.05 to indicate statistical significance (this means that there are only 5 chances in 100 (5% chance), or less, of occurring randomly). Whenever a statistically significant result is reported, the actual size of the effect (or difference) is also reported. In addition to presenting the values outlined above, if statistical significance is observed, I also report the contingency table (two-way tables of percentage distributions) to enable direct comparisons between the various sub-groups of respondents (e.g. male-female).

The results of the chi-square tests are presented below according to the independent variable (gender; age; country of ITT; size and location of the school in which NQTs first worked with wage agreement).

### Variation by gender

The only significant difference found is presented in **Table 5**:

- 54% of male NQTs stated that they encountered the difficulty of classroom discipline to a large or great extent compared to 24% of their female colleagues.

**Table 5: The relationship between gender and classroom discipline**

\*where 1= to a limited extent, 5= to a great extent

			Facing the difficulty of classroom discipline					Total
			1 *	2	3	4	5*	
gender	male	Count	2	6	3	11	2	24
		% within gender	8.3%	25.0%	12.5%	45.8%	8.3%	100.0%
	female	Count	16	23	24	14	6	83
		% within gender	19.3%	27.7%	28.9%	16.9%	7.2%	100.0%
Total		Count	18	29	27	25	8	107
		% within gender	16.8%	27.1%	25.2%	23.4%	7.5%	100.0%

$\chi^2 = 10.080$ ,  $df = 4$ ,  $p = 0.039$

## Variation by age

The only significant difference found is presented in **Table 6**:

- 35% of NQTs older than 25 years old stated that they believe that the form of support “Observing other teachers lessons” will be beneficial to a limited or small extent compared to 6% of their colleagues younger than 25 years old.

In order to be able to use the chi-square test rating categories with a low number of responses were collapsed, to create larger response groups, and the chi-square test was repeated using this new set of response categories. Instead of a five point rating scale I used a three point rating scale combining the first two rating categories (1 and 2) into one new category (1) and the two last rating categories (4 and 5) into a second new rating category (3). The old rating category in the middle (3) was transformed to a new rating category (2).

**Table 6: The relationship between age of NQTs and believing that the form of support "Observing other teachers lessons" will be beneficial**

\*where 1= to a limited or small extent, 3= to a large or great extent

			Observing other teachers lessons			Total
			1*	2	3*	
age	<25	Count	1	8	8	17
		% within age	5.9%	47.1%	47.1%	100.0%
	>25	Count	10	3	16	29
		% within age	34.5%	10.3%	55.2%	100.0%
Total		Count	11	11	24	46
		% within age	23.9%	23.9%	52.2%	100.0%

$\chi^2 = 9.842$ ,  $df = 2$ ,  $p = 0.007$   
Variation by country of ITT

The only significant difference found is presented in **Table 7**:

- 62% of NQTs who graduated from the University of Cyprus stated that they were asked about their subject teaching preferences compared to 35% of NQTs who graduated from Greek Universities.

**Table 7: The relationship between country of ITT and whether NQT, in his/her first appointment with wage agreement, was asked about his/her subject teaching preferences**

			Asked about his/her subject teaching preferences		Total
			YES	NO	
country of graduation	Cyprus	Count	39	21	60
		% within country of graduation	65.0%	35.0%	100.0%
	Greece	Count	15	24	39
		% within country of graduation	38.5%	61.5%	100.0%
Total		Count	54	45	99
		% within country of graduation	54.5%	45.5%	100.0%

$\chi^2 = 6.714$ ,  $df = 1$ ,  $p = 0.01$ ,  $\phi = 0.260$ ,  $p = 0.01$  (Here the phi ( $\phi$ ) test is also calculated because according to Bryman (2008, p 326) when we are looking for relationships between two dichotomous variables it is better to use this test).

**Variation by size (number of teachers who are appointed in the school) of the school in which NQTs first worked with wage agreement**

No significant differences were found between those NQTs who were first appointed in schools with many colleagues ( $>10$ ) and those NQTs who were first appointed in schools with few colleagues ( $<10$ ).

**Variation by location of the school in which NQTs first worked with wage agreement**

The only significant difference found is presented in **Table 8**.

- 27% of NQTs appointed in schools located in the countryside stated that they faced the difficulty of relations with parents to a large or great extent compared to 24% of their colleagues appointed in schools located in the city.

In order to be able to use the chi-square test I ignored NQTs who worked in both kinds of schools (one located in the city and the other located in the countryside) because they were only 3 out of 117. At the same time rating categories with a low number of responses were collapsed, to create larger response groups, and the chi-square test was repeated using this new set of response categories. Instead of a five point rating scale I used a three point rating scale combining the first two rating categories (1 and 2) into one new category (1) and the two last rating categories (4 and 5) into a second new rating category (3). The old rating category in the middle (3) was transformed to a new rating category (2).

**Table 8: The relationship between location of the school in which NQT first worked with wage agreement and facing the difficulty of relations with parents**

\*where 1= to a limited or small extent, 3= to a large or great extent

			Facing the difficulty of			
			relations with parents			Total
			1	2	3	
location of the school in which I first worked with wage agreement	in the city	Count	29	14	2	45
		% within location of the school	64.4%	31.1%	4.4%	100.0%
	in the countryside	Count	24	6	11	41
		% within location of the school	58.5%	14.6%	26.8%	100.0%
Total		Count	53	20	13	86
		% within location of the school	61.6%	23.3%	15.1%	100.0%

$$x^2 = 9.737, df = 2, p = 0.008$$

The people responsible for the planning and implementation of a school-based induction programme for NQTs appointed in Cyprus Primary Education should study and consider these findings before taking decisions for the content of the programme. For example it is important to say that the above findings imply that NQTs appointed in schools with pupils of different cultures need more or differentiated support and guidance compared with NQTs appointed in schools with a homogeneous population.

## **Interviews**

### **The e-mail interview with the Minister of Education and Culture**

The e-mail interview of the Minister can be found in **Appendix 13**. The analysis of the MoEC's responses to the e-mail interview leads to the following findings. The discussion of findings relating to this interview is presented in the next chapter.

- ✓ The Minister believes that teachers' roles and their staff development process are very important elements, of an education system, that are related to the qualitative improvement of education. The MoEC agrees with the opinion of the "Committee for Educational Reform" that:

The education (training) and staff development of teachers are two of the most critical parameters that influence the efficacy of an educational system. Today, it is generally acceptable that the teacher's role in the qualitative improvement of education is fundamental.

- ✓ He also argues that:

The purpose of the in-service training (education) is the continuous improvement of the educational system which is linked with the satisfaction of the schools' development needs and teachers' professional and personal development in the frames of lifelong learning.

Here the MoEC underlines the importance of the consideration and satisfaction of both the schools' development needs and teachers' professional and personal needs for the development, success and effectiveness of every staff development programme and for the improvement of an educational system.



- ✓ He notes that:

The teacher is faced as an autonomous professional and self-directed personality. He/she is involved in the process of the development of in-service training (education) programmes, its aims, structure and evaluation.

His last phrase implies that the NQTs' active participation and involvement in the planning and evaluation of an induction programme is important and necessary.

- ✓ As regards the aims of the induction of NQTs, the MoEC notes that:

The purpose of the in-service training (education) is ... to satisfy the schools' development needs and teachers' professional and personal development ... The staff development programmes will be organised in such a way that they will strengthen teachers' professional autonomy and professional improvement, taking into account his/her personal needs or/and weaknesses ... The staff development for NQTs will aim to ease NQTs' transition to the profession through guidance and support, inform them about the school, the education system, national curriculum, regulations, legal obligations and duties, rights, handling of pupils, evaluation and assessment and so on as to ensure a minimum level of sufficiency of all NQTs.

The MoEC sees induction as an important period in teachers' careers that should and must serve several purposes.

- ✓ The support programme for NQTs will include:

Both a theoretical part that will be offered by the Pedagogical Institute of Cyprus (PIC) and a school-based practical part in which mentor's role will be of high significance.

- ✓ Specifically, the induction programme will have the following structure:

**a) An intensive seminar of 15 periods, taking place in the Pedagogical Institute of Cyprus (PIC), with the following content:**

- The school unit in the education system (basic principles of running – school culture) and teacher's role.
- NQTs' needs – sources of information in the school (for the NC, teaching materials, classrooms, teaching aids).
- Handling stress.
- Cooperation with mentor and the wider school community.

**b) School-based staff development:**

The school-based induction programme will include:

- A briefing related to the running of the particular school unit, sources of information, teaching aids, ways of cooperation, workload and so on (mainly during the first month)
- Cooperation with the mentor for issues like teaching methodology, classroom management, relations with parents, planning of lessons
- Opportunities to observe the mentor or other experienced teachers' lessons (three at least) followed by feedback
- Opportunities of being observed by other colleagues followed by feedback
- Participation in a group of colleagues that will design and plan a lesson or a unit.
- Development of a test for pupils in cooperation with the mentor.

- The school unit will have the right to invite the PIC personnel to offer support in special issues that interest NQTs (differentiation of teaching, teaching in a multicultural environment, pupils' assessment, discipline problems, classroom management, action research, taking advantage of new technologies, projects development).
- The PIC undertakes the obligation to offer reinforcing teaching material or further practical aid to the school unit when necessary. For this reason a member of the PIC personnel will act as the contact person of PIC with the school unit. Particular attention will be given in mechanisms of observation of teaching and rethinking, in order to achieve progressively the improvement of teaching practice following particular changes.

Consequently, although the induction programme will include both a theoretical part and a school-based practical part the second will constitute the main part of the programme in which the mentor's role will be of high significance. Additionally, the school-based part will serve several purposes and will include a variety of activities mainly in collaboration with the mentor. These activities will help NQTs to improve the quality of their teaching, to adjust to the culture of their school, to understand the classroom, school, system and community contexts within which they work, and to familiarise NQTs with school resources.

- ✓ As regarding the process of NQTs' evaluation and assessment for getting a permanent appointment according to the MoEC:

NQTs on probation will be evaluated during the second year of teaching experience by 3 evaluators: the head teacher and two external evaluators. The evaluation of NQTs' teaching and work will be carried out by filling specific evaluation forms. Self-evaluation will also be considered (Portfolio).

- ✓ In the MoEC interview it is underlined that the mentor will not participate in the process of the NQT's evaluation for getting a permanent appointment but only in the process of the formative evaluation which aims to support and improve the NQT.

### **The face-to-face and e-mail interviews with the NQTs**

The qualitative data gathered from the eleven face-to-face interviews and the e-mail interview with NQTs leads to the following findings. The discussion of findings relating to these interviews is presented in the next chapter.

- 1) All the NQTs who were interviewed mentioned that the present ITT provision in Cyprus is unable to fully equip NQTs with all the knowledge, understanding and skills they will need during the first teaching post. The majority explained that this weakness was because of the non-existence of teaching practice or the reduced rate of teaching practice during ITT. Most of them seemed to be more satisfied with the knowledge gained during the ITT.

A female colleague concluded that:

Knowledge gained during the ITT was not enough. Essentially, you need guidance and support during the first years of teaching experience.

Another female NQT colleague who was appointed for the first time to a one-teacher school said that:

After two years of teaching experience I realised that the university studies did not equip me at all for the first year of teaching. ITT provision was unable to equip me with the skills I needed during the first teaching post.

She justified her argument saying that:

I believe that skills are connected with empirical knowledge and unfortunately we did not have the chance of teaching/classroom practice. During ITT the emphasis was on theoretical aspects. We had the chance of teaching/classroom practice only 14 times during our studies. What can you gain from such a practical experience?

Similarly, the female NQT who took part in the e-mail interview and was appointed for the first time to an urban school with many pupils from different national backgrounds and different cultures, argued that:

ITT provision equipped me with an overall theoretical knowledge but was unable to equip me with all the skills I needed. The balance between theory and practice during ITT was not appropriate. Sessions included too much theoretical input.

A male NQT added that:

The truth is that the real world of the classroom is completely different from what we have been taught in the university and more demanding.

Another male NQT explained that:

During my studies no one referred to the discipline problems I would encounter and most important no one made any suggestions how to cope with these problems.

As we will see below problems relating to discipline were of the most important and common problems mentioned by the NQTs interviewed.

- 2) NQTs are thrown in at the deep end, with a full teaching load and associated responsibilities with limited support.

A female colleague argued that:

I felt that I was left in a sink or swim position without being helped by anyone.

She added that:

I just wanted someone to tell him/her my problem and ask him/her if he/she can give me a solution but no one was there.

NQTs also highlighted the importance of guidance and support for all NQTs during the first years of teaching experience and the disappointment that NQTs feel when they realise that they have to cope with all the problems and difficulties by themselves.

A female NQT admitted that:

Personally, during the first year of teaching experience I had the need for psychological support and the development of my self-confidence. I did not believe that my profession would be so soul-destroying and stressful. I felt that I was the person that did not have the right to ask for anything compared to more experienced colleagues.

She referred to the fact that she was not asked at all about her subject and class teaching preferences.

A male NQT mentioned that:

No one undertook the role to support or guide me although I encounter problems and difficulties.

A female colleague concluded that:

Essentially, you need guidance and support during the first years of teaching experience. Personally, I did not receive adequate help.

- 3) Induction programmes for NQTs appointed in Cyprus Primary Schools are practically non-existent.
- 4) NQTs interviewed mentioned that they encountered many problems and difficulties during the first years of teaching. The most important and common were “increased duties”, “classroom organisation and management”, “discipline problems”, “overloaded timetable”, “lack of spare time”, “inadequate school equipment”.

A female NQT expressed the important need for acquiring strategies of discipline imposition. This was also one of the most important personal and professional needs identified by NQTs in the questionnaire responses.

A male NQT confessed that:

I have to admit that discipline problems and problems relating to classroom organisation and management was a nightmare and stressful situation for me during the first few months of my first teaching post in a sixth grade.

NQTs argued that they encountered the specific problems or difficulties because of the weaknesses of the ITT provision, inexperience, lack of support or conditions and circumstances of the specific school.

A female NQT explained that:

All the above (inexperience, lack of support or conditions and circumstances of the specific school) played a role, but mostly because the ITT provision did not equip me at all for the first year of teaching. Of course I believe that the situation would have been better for me if I had been appointed in the same school five years later.

Another female colleague attributed the specific problems and difficulties “to inexperience and lack of support”.

On the other hand she added that “support helps NQTs to overcome their inexperience”.

Additionally, NQTs face problems relating to meeting pupils with special needs or/and dealing with pupils of different cultures. This has also been reported in the literature (Draper et al, 1997)

A female NQT who faced the above difficulty noted that:

During the ITT provision I did not have the opportunity to attend multicultural education lessons or lessons relating to meeting pupils with special needs because these lessons were not compulsory and only few students could attend them. Additionally, the emphasis was on theoretical aspects therefore students who attended these lessons did not have the opportunity for teaching practice ...



Again NQTs attributed the problems they encountered to the weaknesses of the ITT provision and especially to the non-existence of teaching practice.

Furthermore, almost all the NQTs interviewed criticised the fact that they had to teach in classes with 30 pupils.

A female NQT complained that:

It is unacceptable and improper to have 28 or 30 pupils per class especially when the majority of the pupils come from different cultures and national backgrounds. ... I encounter many difficulties in dealing with these pupils because I was not prepared.

- 5) NQTs who are appointed in small schools and who are responsible for the running of the school encounter increased problems and difficulties.

A female colleague who was appointed to a small school located in the countryside argued that:

It was the worst experience to be appointed for the first teaching post in a small school unit located in the countryside. I woke up early in the morning, spent a lot of money for petrol, encountered problems relating to the school equipment and relations with parents and studied a lot during the afternoons. All these difficulties had impacts on my efficacy as a teacher.

Another female NQT appointed to a one-teacher school noted that:

Because of the kind of first teaching post I had to undertake not only teaching duties, classroom organisation and management but also

managerial duties for the entire school. It was my responsibility the day-to-day running of the school. Not only I was a graduate of a university that did not equip me at all for the first teaching post but I had to organise and manage an entire school. You can imagine what kinds of difficulties I had to face.

She made the following complaint:

Although school finished at one o'clock, every day I had to plan the next day lessons for three grades, assess pupils' work and correspond with the Ministry of Education and Culture. I did not have free time for myself.

- 6) NQTs interviewed recommended that they should be appointed in schools in which they would have the opportunity to be guided and supported with the appropriate induction support. Consequently, every school should have an organised programme of support for all beginning teachers.

A female NQT highlighted that:

Teaching is the only profession where the beginner becomes fully responsible from the first working day and performs the same tasks as an experienced teacher. Other professionals receive guidance and support, NQTs in Cyprus do not. I think that if someone ... anyone supported us to overcome the specific problems and difficulties the situation would be much better.

Similarly, another female colleague underlined that:

For sure there is no teacher who does not want to be supported from the first day of his/her first teaching post as to be able to overcome difficulties and problems that he/she will encounter.

A male NQT described what he believed an effective induction should be:

I believe that an effective induction programme should have specific and explicit objectives. At the same time the induction programme should be practical, efficient and functional.

A female colleague recommended the following as the content of an effective induction programme:

Every NQT should be informed about his responsibilities because we do not know our obligations, how a school unit operates and most important NQTs should receive information about the specific school they are appointed to, its pupils' social background as to be prepared to overcome specific problems.

- 7) For every NQT an individually structured support programme should be implemented to help them overcome the specific problems or difficulties they face. This argument was referred to by almost all NQTs interviewed and was also emphasised in their questionnaire responses.

A female NQT stressed that “the most important thing is the presence of an individual structured support programme”.

She explained that:

I want to emphasise that for every NQT an individual structured support programme should be implemented as to help them overcome the specific problems or difficulties they face. Student teachers receive different ITT and have different experiences, skills and knowledge. Beyond this, everyone has his/her personality.

A male NQT argued that:

Schools should take into account NQTs' needs and expectations in the implementation of the school-based induction programme.

A female colleague added that:

An effective school-based induction programme should in time inform the NQT about the specific school unit. The induction programme should be individually structured taking into account school's particularities as to help every NQT understand the school's culture and procedures.

Another female NQT made the following suggestion:

An effective school-based programme for Cyprus primary teachers should not be adopted from other countries.

The NQT who made this suggestion had in mind that a staff development programme that worked effectively in one country would not necessarily work as effectively under different conditions or in another country.

She argued that a future school-based induction programme should be individually structured, so the induction programme should contain various strategies, activities and aims. As she concluded:

There is not and should not be a pre-packaged induction programme that is exactly the same for all NQTs.

- 8) NQTs argued that mentors should be introduced in Cyprus Primary Education and assigned to support, guide and help NQTs overcome the problems they face.

A female NQT argued that:

The most important element of an effective school-based induction programme is the support from a mentor.

Another female colleague added that “NQTs should have continuous contact with mentors”.

She explained that:

If every time I was being observed by the inspector, as to be evaluated, I had the opportunity to discuss the lesson and get feedback from my mentor the process of evaluation would be meaningful.

Similarly, a male colleague said that:

Mentors should be introduced in every school that NQTs are appointed. Mentors will be the persons who will have daily contact with NQTs and they will be able to give them special help or information relating to their

job or to a particular subject or to a particular problem or difficulty they face.

Another male NQT noted that:

Taking into account mentors' duties and responsibilities, as you described them in the questionnaire, they are a necessity and precondition for effective induction programmes and the MoEC should immediately introduce them in Cyprus Primary Schools. By monitoring NQTs' progress, efforts and difficulties mentors will suggest the appropriate actions and measures to help NQTs overcome the problems they face.

- 9) NQTs interviewed mentioned that they wished to be evaluated for getting a permanent appointment by a group of people, both insiders and outsiders (head teachers, inspectors and mentors). This is a situation completely different from the present scene where only the inspector has a say in the evaluation of NQTs. NQTs wanted the mentor and the head teacher to play the primary role in their evaluation. They concluded that mentors should play a significant role. They explained that those who provide support to NQTs tend to know them very well, at least better than any other person, and are therefore in the best position to provide valid assessments.

A female colleague said that:

The head teacher, the inspector and the mentor should be involved in the process of NQTs' assessment for getting a permanent appointment. Instead of having only one person, observing me only three or four times annually, responsible for this kind of evaluation, I would prefer to be evaluated by a group of people. Besides, the mentor would know me better than anyone therefore he/she would make the best judgment about my progress.

Another female colleague added that:

The head teacher and the mentor should be equally involved in the process of NQTs' assessment for getting a permanent appointment. The personnel that have every day contact with NQTs should be involved in the process of NQTs' assessment for getting a permanent appointment ... They know better because they can observe the NQTs everyday ... seeing the difficulties that they face and the way they solve them.

Similarly, a male NQT argued that:

Mentors should be involved in the process of evaluation of NQTs for taking a permanent appointment because they can monitor NQTs' progress and efforts to overcome specific problems. Mentors are the immediate colleagues of NQTs and critical friends. If they are not in a position to assess NQTs, then who is?

Additionally, all NQTs interviewed except one noted that self-evaluation should be considered in the assessment process for getting a permanent appointment. The male NQT who disagreed noted that:

Teachers in Cyprus are not ready to evaluate themselves. They are not trained to do so and more importantly the culture in Cyprus Educational System does not allow them to be honest ... everyone believes that he/she is the best and most effective teacher.

NQTs do not want their colleagues and parents to take part in this kind of evaluation.

One female NQT highlighted that:

Colleagues and parents should not be involved at all in the assessment of NQTs for getting a permanent appointment. The opposite should disturb



the creation of positive climate and a collegial atmosphere between all the school staff.

- 10) The NQTs' felt that the people who could support them, in addition to the mentor, would be more experienced teachers, head teachers, specialised academics and other NQTs.

A female NQT argued that:

For sure there is no teacher who does not want to be supported from the first day of his/her first teaching post ... The persons that could help are more experienced teachers who have faced and solved the specific problems, head teachers, specialised academics and why not other NQTs facing the same problems.

- 11) Reduced daily timetable and reduced teaching load should be allocated for all Cyprus NQTs. Their present timetables and teaching loads are exhausting.

A male NQT said that:

It is an exhausting condition to have only 1 period per day to accomplish my non-teaching duties.

- 12) Feedback is essential. Three NQTs mentioned that the induction programme and support should be evaluated. The evaluation should be properly planned and integrated. It should be based on clear and explicit criteria, and it should lead to improvement and not be an end in itself. The focus should be on using evaluation to improve practice, for programme improvement. The main purpose is to recognise the

strengths and weaknesses of the induction programme and run things more effectively.

A female colleague noted that:

The induction programme and support should be evaluated ... feedback is essential. NQTs should have continuous contact with mentors in order to mention any weaknesses of the provided support.

Another female colleague added that:

If every time I was being observed by the inspector, as to be evaluated, I had the opportunity to discuss the lesson and get feedback from my mentor the process of evaluation would be meaningful.

## **5. CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

### **Introduction**

The purposes of this chapter are to:

- i. Discuss the findings and draw conclusions based on the data analysis presented in the previous chapter.
- ii. Make recommendations for the introduction of effective school-based induction activities for NQTs appointed in Cyprus Primary Education.
- iii. Discuss limitations of the study.
- iv. Identify areas for further research.

### **Discussion of findings and Conclusions**

The discussion and conclusions drawn in this chapter are mainly based on NQTs' perceptions, preferences and suggestions and where possible they are also supported by the literature. Therefore, we should accept and implement the research's recommendations with reservation. Besides, the fact that only the NQTs' arguments were included has been considered as one of the limitations of this study. The data analysis as presented in Chapter 4 provides the basis for the following discussion and conclusions:

### **Induction of NQTs in Cyprus Primary Schools and characteristics of the first years of teaching experience**

The study suggested that ITT programmes experienced in Cyprus cannot fully address the needs of NQTs or equip them with all the knowledge, understanding and skills they need during the first years of teaching. This is also the international picture, suggested in the

literature (OFSTED, 1992; American Federation of Teachers, 2000; Delannoy, 2000; and Duncombe and Armour, 2004). The entry of NQTs into full-time teaching is widely acknowledged as problematic. Taking into account the fact that, until September 2008, induction programmes for NQTs appointed in Cyprus Primary Schools were non-existent, teachers were thrown in at the deep end, with a full teaching load and associated responsibilities with limited support. As indicated by the NQTs in the questionnaire's responses, first year teachers in Cyprus were frequently left in a "sink or swim" position with little support from colleagues and few opportunities for professional development. In addition data analysis shows that 3 out of 10 NQTs were appointed in more than one school in their first year and only 32% taught one class in their first year. Furthermore, 53% of those teaching in one school had to teach more than one class and 40% had to teach more than two classes. Additionally, NQTs felt that head teachers in Cyprus implemented the "survival of the fittest" approach to staffing and they were assigned the classes that more experienced teachers preferred to avoid. More than half (54%) of NQTs in their first appointment with wage agreement were not asked about their class teaching preferences prior to allocating teaching loads and 45% were not asked about their subject teaching preferences. This is also the reality that I have experienced during my teaching career over the last fifteen years.

NQTs in Cyprus are not given any reductions in the amount of teaching that they have to do compared to more experienced teachers in the school. 97% of the respondents answered that they were not given any reductions in teaching hours or in the range of subjects they had to teach. The regulations for primary teachers in Cyprus state that NQTs have to teach 29 teaching periods per week. Teaching periods are 40 minutes each. This goes on till the 14<sup>th</sup> year of teaching experience. In addition, 9 out of 10 NQTs were not given any reductions in the range of classes and in the class size they had to teach. Finally 4 out of 5 NQTs were not given any reductions in their non-teaching duties. Consequently, the NQTs

appointed in Cyprus Primary Schools not only did not have opportunities for support and guidance but they were appointed with overloaded timetables without the appropriate release time for development.

### **Problems that NQTs encounter**

Research internationally shows that poor induction and non existence of induction programmes for NQTs can have serious consequences. The consequence of not having a formal induction policy in Cyprus was that NQTs appointed in Primary Education encountered many problems and difficulties during the first years of teaching, as it can be seen in **Appendix 15**. The vast majority of NQTs mentioned that they encountered almost all the 33 problems included in part B4 of the questionnaire. Given that all these problems were based on international research provides adequate evidence that NQTs in Cyprus encounter the same problems and difficulties as their colleagues all over the world. However, the difference is that the NQTs in other countries are supported in overcoming these problems through structured induction periods and as a consequence they may solve these problems more effectively and faster.

A detailed observation of NQTs responses on the B4 item of the questionnaire (**Appendix 15**) shows that the four problems that NQTs encountered to the greatest extent were “overloaded timetable”; “coping with pupils facing learning difficulties”; “lack of spare time”; and “meeting pupils with special needs”. The problems that were mentioned by the majority of NQTs were “dealing with problems of individual pupils” (mentioned by 95% of the NQTs in my sample); “overloaded timetable” (93%); “coping with pupils facing learning difficulties” (93%); “lack of spare time” (92%); “time management” (92%); “classroom discipline” (92%); and “inadequate school equipment” (92%). The most significant problems that NQTs encountered to a large or to a great extent were

“overloaded timetable”; “lack of spare time”; “coping with pupils facing learning difficulties”; “meeting pupils with special needs”; “large class size”; and “classroom discipline”. “Large class size”; “lack of spare time”; and “overloaded timetable” are the three most significant problems that NQTs encountered.

## **Conclusions**

The data collected from the questionnaires’ responses and interviews with NQTs relating to the problems that NQTs encounter during the first three years of teaching experience provides the basis for the following conclusions:

- i. The “overloaded timetable” and “the lack of spare time” were the two most common and serious problems that NQTs in my sample encountered. Primary teachers in Cyprus have to teach 29 teaching periods per week. Teaching periods are 40 minutes each. This goes on till the 14<sup>th</sup> year of teaching experience. The weekly timetable has 35 periods. As a result NQTs have only 1 period per day to accomplish their non-teaching duties (for example planning their lessons, meeting parents, solving problems, evaluating and assessing pupils’ work). The overloaded timetable makes the problems and difficulties that NQTs face more complex and serious.
- ii. According to the NQTs questionnaire responses, “class organisation and management” and “classroom discipline” were two of the most common and serious difficulties that NQTs encountered [also suggested by Veenman, 1984, p 153 and p 158). NQTs in my sample mostly expected a future school-based induction programme to “offer guidance and support in classroom organisation and management” and “offer guidance and support in order to overcome problems and difficulties relating to classroom discipline – handling pupils with behaviour

problems”. The problem relating to discipline was also one of the most important and common problems mentioned by the NQTs interviewed. NQTs during the interviews expressed the important personal and professional need for acquiring strategies of discipline imposition.

- iii. NQTs also worried about “meeting pupils with special needs” and “coping with pupils facing learning difficulties”. These two problems were also mentioned during the focus group interview. NQTs referred to the fact that they did not feel confident helping pupils with dyslexia or pupils with other learning difficulties. The most serious difficulty was to meet the educational needs of children with special needs. The difficulty of meeting pupils with special needs was also emphasised during the interviews with some of the NQTs. It is important to note that children with special needs in Cyprus are educated in public schools, which are equipped with the suitable infrastructure, according to the Law for special education (Law 113(I)/1999). “The majority of children with special educational needs are educated within the mainstream classroom” (MOEC, 2006, p. 263). This has also been reported in the literature (Draper et al., 1997, p 285).
- iv. “Large class size” is another problem that NQTs in my sample encountered. My teaching experience suggests that usually “large class size” and “classroom discipline” are two interrelated problems. The presence of too many pupils in a classroom makes discipline problems more frequent and serious. The problem with the large number of children per class is also identified by the Teachers’ Union (POED) and the MoEC.

- v. A new but growing problem for teachers in Cyprus is related to “Dealing with pupils of different cultures”. The issue of multicultural education is relatively new to Cypriot schools, so it is an issue that creates problems for teachers.

During the past few years, a growing number of pupils, coming mainly from the former Soviet Union, have enrolled in primary schools in Cyprus. Almost, 7% of the pupils attending public primary schools do not speak Greek as their mother tongue (MoEC, 2006, p. 288).

### **The importance of the presence of a school-based induction programme for all the NQTs appointed in Cyprus Primary Schools**

All these problems that NQTs appointed in Cyprus Primary Education face, suggest that NQTs in Cyprus must be supported with appropriate induction support. Almost all of the NQTs (98%) in my sample agreed, in their questionnaire responses, that every school should have an organised programme of support for all beginning teachers. This suggestion was emphasised during the interviews with the NQTs and it was also the plan of the Minister of Education and Culture as he described it in the e-mail interview. He emphasised that induction is an important period in teachers’ careers that must serve several purposes. This argument of the MoEC’s is in line with the literature. Schools are seen by the NQTs in my sample as having a professional responsibility to ensure the NQTs are provided with a proper foundation from which to build. This is also in line with the literature review findings.

As teaching increases in demand and complexity, transition into the profession for beginning teachers will become more and more difficult, and the imperative for effective support programmes will grow.



### **Formative and summative evaluation of NQTs**

The majority of NQTs (58%) argued that the processes of assessment and support should be integrated and mutually supportive. Both types of evaluation, formative and summative, of NQTs are necessary. The Minister argued that both types of evaluation are necessary and that according to his “Strategic Plan” the new proposed system of evaluation would suggest their implementation. Formative evaluation of NQTs is carried out during the induction period to help them improve their professional performance and make them more effective. Summative evaluation is carried out at the end of the induction period to judge the competence, effectiveness and readiness of NQTs to get a permanent appointment. The issue of the evaluation of NQTs is further discussed below in section “Evaluation and assessment of NQTs for getting a permanent appointment”.

**Recommendations for the introduction of effective school-based induction activities/strategies for NQTs appointed in Cyprus Primary Education and implications of these recommendations**

**Induction programmes should be flexible and negotiated on the basis of school and individual needs and goals rather than standardised content**

65% of the NQTs in my sample argued that the individuality of every NQT needs to be recognised and schools should implement an individual structured induction programme for each NQT. The diagnosis of the problems that every NQT in Cyprus encounter is essential in the planning and implementation of future school based induction programmes. The identification of these problems should be a starting point for the planning of the most appropriate induction activities and strategies. Therefore, induction programmes should directly address NQTs' specific needs and concerns, should be flexible and should be negotiated on the basis of individual needs and goals rather than standardised content. This is a statement that is supported by the literature (Brock and Grady, 1998; Blair and Bercik, 1992; Commonwealth Department of Education and Science and Training, 2002; Draper et al, 1997; Merrill, 2006, p 33; Tolley et al, 1996, p 1; and Waterhouse, 1993). We have to admit that it is not appropriate to design an induction programme that takes the view that "one size fits all". NQTs in their responses emphasised that their needs and expectations should be considered in the development of a school-based induction programme.

During the interviews NQTs argued that the individual structured school-based induction programme should also take into account the particular circumstances, background and culture of the school unit to which NQTs are appointed. Similarly, the Minister of Education and Culture underlined the importance of the consideration and satisfaction of

both the schools' development needs and teachers' professional and personal needs for the development, success and effectiveness of every staff development programme and for the improvement of an educational system. Both the Minister and the NQTs suggested that an induction programme should harmonise individual's needs with the needs of the school within which they work. This argument implies that induction should be designed and implemented in a way that supports the personal and professional development not only of the NQTs but also of the other teachers in the school by offering productive and enriched professional experiences in order to complement the overall staff development programme and consequently lead to school development and improvement. This is an argument that is also supported by the literature (DET, 2004, p 3 and Middlewood, 1997, pp 188-189).

### **The importance of the creation of a positive and supportive school culture**

Primary schools in Cyprus should create a positive teacher culture or climate. NQTs in my sample talked about the need for a supportive climate; cooperation between classes of the same grade; team-teaching; and avoiding injustices amongst colleagues. A creation of a positive climate between all the school staff is an important factor which leads a school towards effectiveness (Everard and Morris, 1990, p21; Liston et al. 2006, p 354; Mortimore et al, 1993, p 17; and Stoll and Fink, 1994, p 153). Various studies have identified that teachers value a collegial atmosphere, supportive leadership, time and space to share and learn from each other as essential for greater job satisfaction and student achievement (for example Gilbert, 2005; McCann et al, 2005; Shank, 2005; and Bubb and Earley, 2006). Additionally, it is important to note that schools with an integrated professional culture are crucial to NQTs' development and retention. Johnson et al. (2004, p 159) describe such culture in the following way:

There are no separate camps of veterans and novices: instead, new teachers have ongoing opportunities to benefit from the knowledge and expertise of their experienced colleagues. . . . Mentoring is organised to benefit both the novice and the experienced teachers, and structures are in place that further facilitate teacher interaction and reinforce interdependence.

“Effective support programmes depend on school cultures, which foster openness, collaboration and help-seeking” (Commonwealth Department of Education and Science and Training, 2002, p 27) and “Strong professional relationships among teachers is a key contributor to teacher retention” (Futernick, 2007, p i). Thus, the head teachers being responsible for the running of the school-based induction programme and all the teachers appointed in a specific school should make sure that a culture of shared responsibility characterised by a collegial climate and effective learning environment is developed. If such a climate is developed, not only the NQTs but all the teachers who work in the school will benefit. Moreover, this climate will contribute most to teachers’ enhanced classroom effectiveness and as a result will lead to student growth and achievement. Without doubt, student growth and achievement should be one of the main aims of every education system, school and teacher.

### **Regular and structured guidance and support from a mentor and experienced teachers and the head teacher**

NQTs in my sample underlined that what they needed desperately was the presence of regular and structured guidance and support mainly from a mentor but also from experienced teachers and the head teacher. According to the Minister of Education and Culture, mentors will be built into future induction programmes in Cyprus and they will play a primary role. Cooperation with the mentor for issues like teaching methodology, classroom management, relations with parents and planning of lessons is included in the Minister's plans for the content of the future induction programme for Cyprus NQTs. The importance of the mentor is also well documented in the literature (Moyle et al, 1999; Nemser-Feiman, 1996; Tickle, 1994; Andrews, 1987; APEC, 1997; and Smylie in Huling-Austin, 1992). NQTs in their questionnaire responses argued that the guidance and support should include information relating to the specific school they were appointed like its conditions/circumstances/realities and class/pupils they had to teach; information about available curriculum materials and teaching resources; and encouragement. They also added that they needed access to counselling and psychological support and guidance. Their comments that they worked in a soul-destroying occupation and that they needed help in order to handle stress, develop their self-esteem and self-confidence and to feel that their efforts were recognised are indicative.

### **Information relating to legal obligations, duties and rights**

Additionally, NQTs in my sample did not fully understand their legal obligations and duties. That is why they stated that they wanted, during the induction, to be informed about their obligations. At the same time they wanted someone to explain their school's policies and rules. They would also like to be informed about their rights. Therefore, a person from

the staff of the school, probably the mentor, should be assigned responsibility for informing NQTs about their obligations, duties and rights.

The Minister of Education and Culture reports that the induction period for Cyprus NQTs would aim to inform NQTs about the school, the educational system, national curriculum, regulations, legal obligations and duties and rights. It is clear that the Minister's argument is in line with the NQTs' statements relating to the necessity of being informed about their legal obligations and rights.

### **Opportunities for observation always followed by discussion and feedback**

NQTs in my sample mentioned that they valued opportunities to observe other experienced teachers' lessons or demonstration lessons and opportunities of being observed by other colleagues. The Minister, during the interview, emphasised that Cyprus NQTs would have opportunities to observe the mentor or other experienced teachers' lessons followed by feedback as well as opportunities to be observed by other colleagues followed by feedback. This is also suggested in the literature (Huling-Austin, 1992; NUT, 2003, p 6; Tickle, 1994, pp 161-162 and 168-169; and Wu, 1998, p 223). NQTs in my sample also added that observation should always be followed by discussion and feedback. APEC (1997, p 172) feels that:

The movement between the new teacher's classroom and the experienced teacher's classroom is continual and expected by the new teacher, the experienced teacher, and the students. The observations are not disruptive, because they are commonplace.

All such opportunities should be properly planned in advance and the criteria to be used for observations and the means of recording any discussions should be discussed and agreed with NQTs (NUT, 2003, p 6).

### **Increased release time – Reduced teaching load**

According to the NQTs in my sample the “overloaded timetable” and “the lack of spare time” were the two most common and serious problems that NQTs encountered. NQTs during the interviews insisted that they should have increased release time and reduced teaching load and duties because they needed more time for guidance and support and because they had to spend a lot of their free time in lesson planning. Reduced daily timetable and reduced teaching load should be allocated for all NQTs and they must be considered as vital components and valued strategies of an induction programme (also mentioned in Coleman, 1997, p 157; Commonwealth Department of Education and Science and Training, 2002, p 25; and Totterdell et al, 2002, p v).

Additionally, Bloom and Davis (2005) argue that:

Experienced teachers should receive the most difficult assignments, and new teachers should receive less difficult assignments, fewer adjunct duties and high levels of support.

NQTs should be assigned in areas in which they have student teaching experience. Consequently, the school based induction programme should be linked to university teacher education.

Reduced teaching load gives NQTs time to observe and work alongside their colleagues, visit other schools and attend regular induction meetings and courses provided by the LEA to enable them to meet other NQTs and share experiences. The school should protect the release time and schedule it well in advance to allow planned use of the time for NQTs’ development and improvement. It is encouraging that the Minister of Education and Culture in the e-mail interview said that in a future school-based induction programme he

hoped that NQTs will have more release or free time in order to have time for professional development. However, he did not commit himself and left the issue open. He said that for this issue the MoEC had a continuous dialogue with the involved associations and organisations.

### **Purposes of the school-based induction programme**

NQTs in my sample said that a school-based induction programme should aim to ease NQTs' transition into the profession and orientation to the school; mature teachers faster; help NQTs acquire skills through practice; and offer guidance and support. At the same time NQTs added that the school-based induction programme should help and support them to be familiar with the National Curriculum; offer guidance and support in teaching specific subjects of the national curriculum; help them cope with pupils facing learning difficulties and deal with problems of individual pupils; help them meet pupils' with special needs; be informed about how to have access to school facilities and equipment; provide teaching materials, software and lists of internet resources; offer suggestions for improving relations with colleagues and pupils; and help them handle administrative responsibilities.

Especially, NQTs appointed in small schools with one or two teachers needed administrative guidance and support because they were responsible for running the school. Additionally, they needed guidance and support on how to teach in a multi-grade class because they had to teach all the subjects and they had to prepare new lessons for three or six classes every day. As a consequence they spent too much time in lesson planning and they did not have free time even during the afternoons.

NQTs also mentioned the need to be guided how to teach Greek (reading and writing) in the first grade, because they were not trained during ITT or the training was not of an



adequate quality and quantity, was too theoretical and did not provide on-the-job practice. This is a very important issue and head teachers during the induction phase should make arrangements for supporting NQTs who are appointed to teach Greek language in the first grade. A good idea is to assign a more experienced colleague who would act as a mentor especially for issues relating to the teaching of Greek language. On the other hand it seems paradox to start training NQTs in teaching Greek language once they are already teaching. This issue should be efficiently covered during ITT and then developed during the induction period.

According to the plans of the Minister of Education and Culture, the school-based part of the induction programme would serve several purposes and would include a variety of activities mainly in collaboration with the mentor. These activities would help NQTs to improve their teaching quality and teaching performance, to adjust to the culture of their school, to understand the classroom, school, system and community contexts within which they work, and to familiarise NQTs with school resources. It is significant to mention that all these purposes come from the literature. Consequently, it can be said that the content of the future induction programme is well documented and as a result there are many possibilities to be effective.

### **Information and help in order to overcome problems relating with parents**

NQTs in my sample asked for help in order to overcome problems relating with parents. NQTs worried about how to establish and maintain good relationships with the students' parents. 75% of NQTs faced the problem of handling angry parents. The problem with parents and parents associations in some schools is very big. My teaching experience suggests that teachers have to face parents' insufficient support and especially their inadequate interest in the progress of their children at school. Additionally, NQTs have to

encounter parents' lack of trust in NQT's competence and readiness to teach. It is not unusual the phenomenon of parents calling the head teacher or visiting the school to complain about a NQT's behaviour or method of teaching. Most important is that some parents are unhappy when their child's class is assigned to an NQT. That is why NQTs need guidance and support from all the colleagues in a supportive climate in order to strengthen their confidence and competence and overcome, as soon as possible and more effective, problems or difficulties they face.

### **Evaluation and assessment of NQTs for getting a permanent appointment**

As regarding the process of NQTs' evaluation and assessment for getting a permanent appointment there is in part an agreement between the Minister of Education and Culture proposed plans and NQTs' desires. The NQTs and the Minister agree that a group of people, both insiders (the head teacher) and outsiders (external evaluators), should be involved in the above process. However, a significant disagreement arises relating to the involvement of mentors in the above process.

The Minister said that the NQTs on probation would be evaluated during the second year of teaching experience by 3 evaluators: the head teacher and two external evaluators and that the evaluation of NQTs' teaching and work would be carried out by filling specific evaluation forms. Data gathered from the NQTs' questionnaire responses and from interviews with NQTs indicates that NQTs felt that the mentor (as I defined him/her in the questionnaire) and the head teacher should play a significant role in the process of NQTs' assessment for getting a permanent appointment. It is necessary to note that although induction programmes and mentoring are not present in Cyprus Educational System it was important to include "mentors" as an option in the specific question of the questionnaire (B18), giving the NQTs following definition: "the mentor is responsible for providing

guidance and support to all NQTs, for the personal and professional development and improvement of NQTs and for helping them orientate to the organisation and the profession". At the same time the NQTs argued that the inspector should also be involved in the process but with a decreased degree of involvement. Nowadays, according to the regulations the inspector is the only person who is responsible for the evaluation of NQTs for getting a permanent appointment.

The finding that NQTs preferred the inspectors to have a decreased degree of involvement in the process of NQTs' assessment for getting a permanent appointment is in line with the belief that the inspectors in Cyprus do not support or guide NQTs but they only come to schools in order to assess experienced teachers for promotion. Additionally, a negative climate has been developed against the role of inspectors as they are acting today. Inspectors in the Cyprus Educational System are responsible for the guidance, supervision, evaluation, and in-service training of teachers, as well for the evaluation of schools. A number of studies and the Elementary Teachers' Union (POED) criticise and point to the inefficiency of the current scheme because inspectors have so many roles to play and things to do that at the end they do not have enough time to accomplish their mission (POED, 2001).

The Minister, during the interview, underlined that the mentor will not participate in the process of the NQT's evaluation for getting a permanent appointment but only in the process of the formative evaluation which aims to support and improve the NQT. The last decision is in line with the part of the literature which argues that "mentoring is not similar to supervision and that the mentor should not have appraisal or reporting obligations" (Lindgren, 2007, p 242), an argument which points out that the processes of support and assessment should be separated and be carried out by different people. Mentors should provide support while others such as the head teacher or/and an inspector/supervisor should

make summative judgements. The personnel involved in the processes of support and assessment of NQTs should not be the same. Otherwise, it would be difficult if not impossible for mentors to combine the roles of supporter and appraiser because there will be a strong distrust of all mentors by the NQTs.

However, NQTs in my sample believe that mentors should participate both in the processes of formative and summative evaluation. They suggested that the mentors should take part in the assessment of NQTs for taking a permanent post. The NQTs expressed a desire to be mainly evaluated by people with whom they have daily contact and by people who can daily observe their progress (head teachers and mentors).

Both arguments relating to the involvement of mentors in the process of summative evaluation are supported by the literature. In order to combine the conflicting arguments:

The mentor's role could be to validate assessments made by others, rather than to play a primary or direct role in assessment (Lyons in Commonwealth Department of Education and Science and Training, 2002, p 29).

Whichever decision will be taken, assessment should be managed so that it does not conflict with the provision of support. If the aim of teacher induction focuses on assessment and selection, assistance should exist and it should be strongly linked to aiding new teachers to achieve the assessment criteria.

The use of multiple evaluators for the summative evaluation, both outsiders (inspectors) and insiders (head teachers according to the Minister and both mentors and head teachers according to the NQTs), will help in increasing the validity and reliability of the

assessment. Evaluators should be carefully selected and they should attend an in-service training programme to be ready to fulfil effectively their new duties.

NQTs in their questionnaire responses also emphasised that they should be informed about the assessment criteria. In other words they wanted to know in advance what evaluators ask, observe and assess during the visits in the classroom because at present it is an issue that is not clear or obvious.

### **Implications**

In summary, findings presented in this report suggest, amongst others, the following implications for the Ministry of Education and Culture, schools, heads and ITT institutions.

#### **Implications for the Ministry of Education and Culture**

I can say that the MoEC should consider the following suggestions (based on the data analysis and the literature) in order to ensure that effective school-based support for NQTs will be provided:

- a) Plan working groups consisting of Tertiary Education Institutions personnel, LEA personnel, heads, mentors and NQTs to identify NQTs' main concerns, difficulties and what NQTs would like the induction programme to provide.
- b) Individual school circumstances and resources and of course NQTs' needs and expectations should be considered in the programme development. DfES (2003); Karagiorgi and Symeou (2007); NAFW (2003); and NUT (2003) note the importance of the enhanced involvement of NQTs in the planning of the induction programme. Induction policy should not only be directed to national priorities but

also to schools' development needs as well as individual teachers' personal development needs.

- c) These groups should work in a climate of mutual support, trust and recognition, collaboration and development.
- d) The working groups should suggest a differentiated school-based support programme for each individual or for groups of NQTs. The members of the working groups should have regular contacts for evaluation and revision of the programme.
- e) The induction programme should be part of a school-wide approach to supporting all staff.
- f) NQTs should have many induction opportunities.
- g) Mentors and head teachers should have a key role in providing support tailored to each new entrant, as well as monitoring progress.

Additionally, there is clearly an urgent need to establish systematic and effective approaches to the management of induction for NQTs. The aims should be to identify a) NQTs' needs b) problems that NQTs face during their first years of teaching experiences and c) principles, practices and strategies that are effective. These principles, practices and strategies should serve several purposes, including orientation to the organisation and the profession, personal and professional support, professional development and evaluation of NQTs. Induction should help NQTs adjusting to the culture of their school and to understand the classroom, school, system and community contexts within which they work. Induction should be seen as an extended and multi-faceted process, rather than simply orientation to the workplace and the educational system.

The Cyprus Educational System should develop evaluation models to assist schools adopt more systematic approaches to the monitoring and evaluation of induction programmes.

NQTs should have more release or free time in order to have sufficient contact time with their mentor and time for professional development. Finally, all NQTs should be appointed in big urban schools where they can be supported more effectively.

### **Implications for schools and heads**

Schools should have a dialogue with all the NQTs before the planning and implementation of the school-based induction programme in order to be informed about what personal and professional needs NQTs have and what they expect from an effective induction programme. Induction links ITT and in-service training and therefore schools should help NQTs to develop further the knowledge and skills they acquired during ITT and solve the weaknesses of their training.

Most importantly, primary schools in Cyprus should create a positive teacher culture or climate. There is a need for a supportive climate; cooperation between classes of the same grade; team-teaching; and avoiding injustices amongst colleagues. The staff being responsible for the running of the school-based induction programme, and especially the head teacher, and all the teachers appointed in a specific school should make sure that a culture of shared responsibility characterised by a collegial climate and effective learning environment is developed.

My findings suggest that NQTs need guidance and support from an experienced teacher who will act as their mentor. NQTs need daily, timely and relevant guidance. This implies that mentors and NQTs should have daily contact. Schools and heads should ensure the success of this daily essential contact. Therefore the MoEC and schools need to establish criteria for the selection of mentors; define the mentors' role; and provide training in cooperation with the PIC to meet role requirements.

Heads should also ensure that all NQTs should have opportunities to observe other experienced teachers' lessons and opportunities of being observed by other colleagues always followed by feedback.

Additionally, the issue of “classroom organisation and management” should be one of the most important elements for the content of the school-based induction programme. During induction period, NQTs should be allocated classes with fewer pupils in order to increase the possibility of having fewer classroom discipline problems. Fortunately, the Ministry of Education and Culture from the school year 2007-2008 decided to reduce progressively the number of pupils in a classroom, with 25 as the maximum number of pupils in a classroom. Within the framework of the educational reform, a proposal was forwarded to the Council of Ministers and a reduction in the number of pupils in all grades from 30 to 25 pupils per class, was adopted (MOEC, 2006, p. 285). The innovation will be completed by the school year 2010-2011.

Schools should also take the appropriate measures during the induction period in order to help NQTs overcome the growing problem of “Dealing with pupils of different cultures”.

### **Implication for ITT institutions**

During ITT the balance between theory and practice should be appropriate and the sessions should include both theoretical input and practice. Sufficient on-the-job training or classroom practice during ITT should be experienced by all NQTs.

In addition, ITT should equip NQTs with all the knowledge and skills they need to feel confident to teach Greek language in the first grade.



Findings suggest the need for closer links between ITT and induction. If we want induction to be effective there should be clearer and stronger links between ITT institutions and schools involved in induction programmes. For example, ITT institutions could take the role of mentor training.

The issues of “class organisation and management” and “assessing and meeting special needs” should be effectively covered during ITT. ITT institutions should take into account the fact that NQTs seriously worried about “meeting pupils with special needs” and “coping with pupils facing learning difficulties” and include, in their curriculum, activities that strengthen teachers’ confidence and support their professional development in order to help them overcome such difficulties.

### **Recommendations for further research**

- ✓ Taking into consideration that the induction programme for NQTs appointed in Cyprus Primary Education has already been implemented since September 2008 (only a few weeks after the completion of this research) a formative evaluation should be conducted to help the programme evolve effectively. Observations and diaries could be used, by mentors, head teachers and NQTs. It is possible to think of both the observation of the induction programme experience and the observation of a teacher before and after such an experience to investigate the programme’s impact on NQTs’ knowledge, attitudes, skills and practice. Systematic research should be conducted to explore teachers’ needs and inform practice. As mentioned in Chapter 1 I am involved in this induction programme a) as trainer of mentors and b) as an evaluator of its quality. I have already submitted to the PIC, during May 2009, all my proposals and suggestions for the improvement of the induction programme. All my proposals and suggestions resulted from the findings and conclusions of this thesis are presented in Chapter 5.

- ✓ Studies for newly qualified teachers appointed in Cyprus Secondary Schools should also be conducted. Secondary teachers are likely to face different problems and have different needs during their induction to the profession.
- ✓ In this research, the recommendations for the induction programme's structure and content resulted from participants' expectations and a literature review. Future studies evaluating induction programmes for NQTs should also take into account changes in teachers' knowledge and practice and impact on pupils' learning. Furthermore, head teachers' expectations and mentors' arguments should be considered in the formative and summative evaluation of the programme.
- ✓ Future research should place a high priority on a description of teachers' characteristics and on the contexts in which they work so that we can understand how these environments affect the NQTs' development and induction programmes.
- ✓ Future research should also relate the characteristics of the setting in which the teachers begin to teach to the kinds of problems they encounter.
- ✓ As it has already been explained in Chapter 2 research has identified disagreement or a difference of opinion or a number of tensions in the role of mentors in the evaluation process of NQTs for getting a permanent appointment. Findings of this research also confirm this disagreement. Future research should also consider this issue and examine if it is better for mentors to focus only on their supportive role or to also take part in the assessment process of NQTs for getting a permanent appointment. Additionally, Ingersoll and Kralik (2004) argue that:

There are some pressing policy questions, relating to mentoring, that cannot yet be answered with confidence. Therefore they need more investigation through research. Among these are: do the selection, preparation, training, assignment and compensation of mentors make a difference? How much contact time is necessary between mentor and

NQT? How long do mentoring programmes need to be? Does mentoring matter for student growth and achievement?

## **6. CHAPTER 6: POSTSCRIPT**

### **Achievements**

In this research I have used the most appropriate research techniques to answer the research questions. The research questions determined the design of the study and the data collection approach. The best method was the one that gave me the chance to answer the research questions most efficiently and with conclusion quality, using the pragmatist credo of using “what works”. That is why I decided to use a mixed methods research combining both qualitative and quantitative methods. I explored what the combined set of findings, quantitative and qualitative, indicated so enhanced confidence in findings was captured. Additionally, I conducted a mixed methods research using multiple data sources in order to have credible or internally valid result, with some degree of certainty, reflecting the perspectives of the participants.

In evaluating the quality of the research I preferred to use both the reliability, validity and replication criteria associated with quantitative research and the alternative criteria of trustworthiness that have parallels with reliability and validity, as a criterion of how good a qualitative study is. The quality of this research and the criteria used for the evaluation were examined in Chapter 3. Terms such as objectivity, subjectivity, reliability, validity, replication, triangulation, credibility, dependability, confirmability, transferability, researcher’s values and bias were discussed.

This research and its topic are very important. This is an important piece of research for the Cyprus Education System and its major contribution is that it can be used to shape future research and practice at a national and local/school level. Research findings can be generalised for the whole population of Cypriot NQTs appointed in public primary schools with up to three years of teaching experience. This study can help the MoEC in its drive to

implement effective school-based induction programmes and identify areas that may need to be improved or changed within schools to support the induction and professional development of NQTs. Findings can help the MoEC and schools to understand or address problems which are related to the induction of NQTs. In other words this study provides a means for improving practice. Additionally, this research influenced the Minister's decisions related to the designing and implementation of the induction programme for NQTs appointed in Cyprus Primary Schools.

In my thesis I clarified the procedures, approaches and methods in order for other researchers to be able to replicate this research. I described in detail what I actually did, how I arrived at the study's conclusions, how people were selected for participating in the study and how the data analysis was conducted. I piloted the questionnaire with some appropriate respondents and I made sure that the instructions to respondents were clear. Links between data, interpretation and conclusions are clear and the route to any conclusions can well be seen.

Most important, as explained in Chapter 1, this research gave me the opportunity to be involved in the induction programme for Cypriot NQTs appointed in Cyprus Primary Schools as trainer of teachers who acted as mentors of NQTs. The role that I will now be playing in the national induction programme is very essential taking into account that I was asked to suggest changes for the improvement of the induction programme. All my proposals and suggestions resulted from the findings and conclusions of this thesis as presented in Chapter 5. My suggestions were submitted to the PIC during May 2009. As I have been informed my proposals for improving the induction programme are examined by the PIC, which is responsible for the programme.

## **Limitations**

I cannot assume that this research is completely objective, “complete objectivity is impossible in social research” (Bryman, 2008, p 379). Inevitably, one can claim that there are threats to the validity, reliability and trustworthiness of this research. Some findings, especially the qualitative ones; conclusions; recommendations; and choice of questions for the questionnaire, possibly relied on my personal values, views and preferences about what is significant and important. On the other hand, taking into account that there are numerous points at which bias and the intrusion of values can occur and that it is not feasible to keep the values that a researcher holds totally in check, my essential effort was directed towards the prevention or reduction of hidden, systematic bias, especially in the interviews.

All research studies have some limitations. And these limitations have implications for the kinds of conclusions and recommendations one can make from them. Therefore, we should accept and implement the research’s recommendations with reservation. For example, you cannot design an induction programme based only on NQTs’ perceptions, preferences and suggestions. You should include other people’s arguments such as head teachers, mentors and researchers. You should also combine more data collecting instruments in addition to questionnaires and interviews such as observation and diaries in order to produce as full and balanced a study as possible. Additionally, it is important to note that participants’ feelings and opinions about an induction programme are not always a measure of their learning or their ability to apply on the job any skills acquired during training. NQTs’ self-reported feedback is always going to be subjective. According to Campbell (1998, p 329) “the quality and consistency of subjective perceptions varies widely”. On the other hand if there are negative reactions to a training experience and participants perceive it to have little or no value, then the participants have something valuable to offer to an analysis of their experience.

These limitations lead me to recommend that future studies evaluating induction programmes for NQTs should also take into account changes in teachers' knowledge and practice and impact on student learning. It was outside the scope of my research to explore changes in teachers' knowledge and practice and impact on student learning because the induction programmes for NQTs appointed in Cyprus Primary Education was implemented after the completion of this thesis.

If I did this research again I would also ask experienced teachers and head teachers about their arguments in order to cross-check the existence of certain phenomena. Gathering data from a number of informants and subsequently comparing and contrasting one argument with another would allow me to produce as full and balanced a study as possible. I would also conduct focus group interviews after the analysis of the data collected from the questionnaires' responses to explore further the attitudes, opinions and experiences of the NQTs, more experienced teachers and head teachers. The interaction between the interviewer and a group of people would yield further, useful and interesting information that would help me clarify possible ambiguities or make participants meanings clear.

As a final comment of this thesis, I can say that nationally we can do and we have to do much more to meet better standards of support for NQTs. The MoEC and schools should commit to look after NQTs as an essential, non-negotiable responsibility, and to find the structures, strategies and resources to ensure that effective support for NQTs will be provided. This study aimed to give the feedback to the MoEC to achieve this commitment. The aim of the school-based programmes must be not only to ease NQTs' transition into the profession and orientation to the school, but also to help all NQTs and pupils be successful. Gless and Moir (2005) argue that:

Nothing is more important for student learning than the quality of the classroom teacher. A teacher induction programme that focuses on new teacher support and classroom practice while sustaining the idealism and passion of beginning teachers offers hope for our students and our schools.



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**APPENDIX 1: The Demographic Questionnaire that Participants were asked to fill in before the Focus Group Interview began**

Dear colleagues,

The information that you will give will remain confidential. Your assistance for the completion of this research is essential and is greatly appreciated. THANK YOU VERY MUCH for taking the time to complete this questionnaire and participate in the group interview.

**Please fill in the blanks or indicate by ticking the appropriate box.**

1.     **SEX:** Male ☐           Female ☐
  
2.     **AGE (please circle the appropriate number):**  
  
          22     23     24     25     26     27     28     29     30
  
3.     **UNIVERSITY OF GRADUATION:** \_\_\_\_\_
  
4.     **YEAR OF GRADUATION:** \_\_\_\_\_
  
5.     **TYPE OF APPOINTMENT IN THIS SCHOOL YEAR:**  
  
          As a replacement/substitute ☐   With wage agreement ☐   On probation ☐  
  
          Permanent ☐           I don't work ☐
  
6.     **YEAR OF FIRST APPOINTMENT (independently of the type of appointment):** \_\_\_\_\_
  
7.     **YEAR OF APPOINTMENT WITH WAGE AGREEMENT:** \_\_\_\_\_
  
8.     **THE SCHOOL IN WHICH YOU WORK IS LOCATED IN:**  
  
                          the city ☐                   the countryside ☐
  
9.     **NUMBER OF TEACHERS IN THE SCHOOL:** \_\_\_\_\_

## **APPENDIX 2: The Questions asked during the Focus Group Interview**

- i. Have you found Initial Teacher Training (ITT) able to equip you with all the knowledge, understanding and skills you need during the first years of teaching? Please discuss
- ii. What problems do you encounter during the first years of teaching? (possible answers/examples: Classroom Skills: discipline, classroom organisation and management, time management, motivating pupils, Curriculum Planning: designing learning activities, learning of the materials, understanding and discovering school conventions, relearn the subjects in order to teach them, evaluating and assessing pupils, meeting special needs, School Culture: the need to learn the traditions, values and ways of doing things, gaining acceptance from colleagues, Personal and Professional: self-satisfaction)
- iii. What kinds of induction activities do/did you attend? What are/were their strengths and weaknesses? (possible answers/examples: an individual structured induction programme, access to a professional tutor – mentor, opportunities to observe other experienced colleagues, opportunities of being observed by other colleagues, reduced workload – timetable, release time for development, written feedback (e.g. staff handbook), meetings with other NQTs, contacts with Local Educational Authority (LEA) inspectors and advisory teachers, attend courses and seminars, attend support programmes provided by the LEA)
- iv. What are/were your personal and professional needs during the first years of teaching?

- v. What expectations do you have from a future school-based induction programme?  
(possible answers/examples: initiate and retain high quality and competent teachers. mature teachers faster, help teachers to deepen their understanding of teaching and learning, develop a support system for new teachers, improve teaching performance. increase the retention of promising beginning teachers, promote the personal and professional well-being of beginning teachers, provide strategies for teachers in order to acquire new skills, counter isolation)
- vi. Which school-based induction strategies:
- Best respond to your personal and professional needs?
- Meet your expectations?
- vii. Is there anything else you like to say or comment or suggest relating to the school-based induction programmes?

**APPENDIX 3: The Demographic Questionnaire that Participants were asked to fill in before the Focus Group Interview began (in Greek)**

Αγαπητοί συνάδελφοι,

Οι πληροφορίες που θα δώσετε θα παραμείνουν εμπιστευτικές. Η βοήθεια σας για την ολοκλήρωση αυτής της έρευνας είναι απαραίτητη και εκτιμάται ιδιαίτερα. ΕΥΧΑΡΙΣΤΩ ΠΑΡΑ ΠΟΛΥ για το χρόνο που θα διαθέσετε για να συμμετάσχετε στην ομαδική συνέντευξη.

**Παρακαλώ συμπληρώστε.**

1. ΦΥΛΟ: Άντρας ☐ Γυναίκα ☐

2. ΗΛΙΚΙΑ (παρακαλώ κυκλώστε):

22    23    24    25    26    27    28    29    30

3. ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΠΟΦΟΙΤΗΣΗΣ:

\_\_\_\_\_

4. ΕΤΟΣ ΑΠΟΦΟΙΤΗΣΗΣ: \_\_\_\_\_

5. ΕΙΔΟΣ ΔΙΟΡΙΣΜΟΥ ΚΑΤΑ ΤΗ ΦΕΤΙΝΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ:

Αντικαταστάτης/τρια ☐ Με σύμβαση ☐ Επί Δοκιμασία ☐

Μόνιμος/η ☐ Δεν εργάζομαι ☐

6. ΕΤΟΣ ΠΡΩΤΟΥ ΔΙΟΡΙΣΜΟΥ (ανεξάρτητα είδους διορισμού): \_\_\_\_\_

7. ΕΤΟΣ ΔΙΟΡΙΣΜΟΥ ΜΕ ΣΥΜΒΑΣΗ: \_\_\_\_\_

8. ΤΟ ΣΧΟΛΕΙΟ ΣΤΟ ΟΠΟΙΟ ΥΠΗΡΕΤΕΙΤΕ ΦΕΤΟΣ ΒΡΙΣΚΕΤΑΙ:

στην πόλη ☐ στην ύπαιθρο ☐

9. ΑΡΙΘΜΟΣ ΔΑΣΚΑΛΩΝ ΣΤΟ ΣΧΟΛΕΙΟ: \_\_\_\_\_

**APPENDIX 4: The Questions asked during the Focus Group Interview (in Greek)**

1. Πιστεύεις ότι οι σπουδές σου στο Πανεπιστήμιο σε εφοδίασαν με όλες τις γνώσεις, αντιλήψεις και δεξιότητες τις οποίες χρειάστηκες και χρειάζεσαι κατά τη διάρκεια της μέχρι τώρα υπηρεσίας σου; Παρακαλώ σχολίασε.

2. Ποια προβλήματα αντιμετώπισες ή αντιμετωπίζεις κατά τη διάρκεια της μέχρι σήμερα υπηρεσίας σου;

Πιθανές απαντήσεις/παραδείγματα:

Classroom Skills:

- i. πειθαρχίας,
- ii. οργάνωσης και διοίκησης τάξης,
- iii. οργάνωσης/αξιοποίησης χρόνου,
- iv. παρώθησης/παρακίνησης μαθητών,

Curriculum Planning:

- i. σχεδιασμού γνωστικών δραστηριοτήτων,
- ii. κατανόησης/κατοχής γνωστικών αντικειμένων σε βαθμό που να μπορώ να τα διδάσκω,
- iii. αξιολόγησης/βαθμολόγησης μαθητών/τριών,
- iv. αντιμετώπισης παιδιών με ειδικές ανάγκες ή με μαθησιακές δυσκολίες .

School Culture:

- i. ανάγκη να μάθω τις διαδικασίες και τις συνήθειες να κάνω πράγματα.



- ii. γίνω αποδεκτός από τους συναδέλφους και να ενταχθώ στην ομάδα.
- iii. κατανόησης και ένταξης στο “κλίμα” του σχολείου,

Personal and Professional:

- i. ικανοποίηση για το επάγγελμα

3. Τι είδους δραστηριότητες/στρατηγικές επιμόρφωσης – στήριξης είχες/έχεις την ευκαιρία ως πρωτοδιόριστος/η εκπαιδευτικός να παρακολουθήσεις; Ποια ήταν/είναι τα πλεονεκτήματα και ποια τα μειονεκτήματα αυτών των δραστηριοτήτων;

Πιθανές απαντήσεις/παραδείγματα:

- i. Ατομικό πρόγραμμα στήριξης,
- ii. πρόσβαση σε μέντορα/σχολικό σύμβουλο,
- iii. ευκαιρίες για παρακολούθηση έμπειρων συναδέλφων να διδάσκουν και να ακολουθήσει συζήτηση,
- iv. ευκαιρίες να με παρακολουθήσουν έμπειροι συνάδελφοι την ώρα που διδάσκω και να ακολουθήσει συζήτηση,
- v. μειωμένο διδακτικό χρόνο,
- vi. ελεύθερο χρόνο για επαγγελματική ανάπτυξη,
- vii. γραπτή ανατροφοδότηση (π.χ. βιβλιάριο προσωπικού),
- viii. συναντήσεις με άλλους πρωτοδιόριστους εκπαιδευτικούς,
- ix. επαφές με επιθεωρητές και σχολικούς συμβούλους,
- x. παρακολούθηση σεμιναρίων και συνεδρίων,
- xi. παρακολούθηση προγραμμάτων στήριξης που οργανώθηκαν από το σχολείο ή από το Ε.Γ.Π.

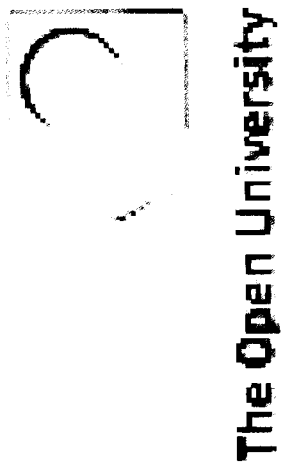
4. Ποιες προσωπικές και ποιες επαγγελματικές ανάγκες διέγνωσες κατά τη διάρκεια της μέχρι τώρα υπηρεσίας σου;
5. Ποιοι πρέπει να είναι οι στόχοι ενός μελλοντικού προγράμματος επιμόρφωσης-στήριξης πρωτοδιόριστων εκπαιδευτικών σε σχολική βάση;

Πιθανές απαντήσεις/παραδείγματα

- i. να δημιουργήσει και να διατηρήσει ποιοτικούς και ικανούς εκπαιδευτικούς.
  - ii. να ωριμάσει τους εκπαιδευτικούς γρηγορότερα,
  - iii. να βοηθήσει τους δασκάλους να κατανοήσουν τη διαδικασία της διδασκαλίας και μάθησης,
  - iv. να αναπτύξει σύστημα στήριξης των νέων εκπαιδευτικών.
  - v. να αναβαθμίσει την απόδοση των εκπαιδευτικών,
  - vi. διατηρήσει πολλά υποσχόμενους εκπαιδευτικούς,
  - vii. να αναπτύξει την προσωπική και επαγγελματική ευημερία των πρωτοδιόριστων εκπαιδευτικών,
  - viii. να παρέχει στρατηγικές στους εκπαιδευτικούς για να μπορούν να αποκτούν νέες δεξιότητες,
  - ix. να εξουδετερώσει την απομόνωση των πρωτοδιόριστων εκπαιδευτικών.
6. Ποιες δραστηριότητες/στρατηγικές επιμόρφωσης – στήριξης πρωτοδιόριστων εκπαιδευτικών σε σχολική βάση:
- i. νομίζεις ότι ανταποκρίνονται καλύτερα στις προσωπικές και επαγγελματικές σου ανάγκες;
  - ii. ικανοποιούν τις προσδοκίες σου;

7. Υπάρχει κάτι άλλο που θέλεις να πεις ή να σχολιάσεις ή να εισηγηθείς σχετικό με τα προγράμματα επιμόρφωσης/στήριξης πρωτοδιόριστων εκπαιδευτικών σε σχολική βάση;

## **APPENDIX 5: The Cover Letter of the Questionnaire**



Marios Panteli  
14 Filippou Kritioti St.  
4106  
Agios Athanasios  
☎ 25823572  
99547890  
marios\_panteli@otenettel.com

16 April, 2007

Dear Colleague,

My name is Marios Panteli and I am a teacher in the 24<sup>th</sup> Primary School of Limassol. I am a Doctorate Student at the OPEN UNIVERSITY/UK and I am working on a research project titled “An exploration of school based induction of Newly Qualified Teachers (NQTs) appointed in Cyprus Primary Schools”. The research is related to NQT school-based induction programmes. Induction is the term most commonly used in the literature to indicate support programmes for NQTs.

The research aims to explore:

- 1) the problems and difficulties that NQTs, appointed in Cyprus Primary Education, encounter.

- 2) the induction strategies they experience,
- 3) the areas/issues they receive support,
- 4) NQTs' personal and professional needs during the first three years of teaching and
- 5) NQTs' attitudes and opinions about issues relating to induction programmes for NQTs.

The research is considered important in studying and criticising the Cyprus Educational System, since the issue of supporting and evaluating newly qualified teachers is discussed as a measure for reforming Cyprus Education. Verification of this is that the issue of supporting and evaluating newly qualified teachers is extensively reported in the important document "Proposed System of Evaluation" for Primary and Secondary Education in Cyprus which was developed from the "ATHINA Consortium" ("Koinopraxia ATHINA") on behalf of the Ministry of Education and Culture. I hope that this research will contribute to the qualitative improvement of education in Cyprus.

The attached questionnaire is one of the data collecting instruments that will be used and it is addressed to newly qualified teachers who have up to three years of teaching experiences. Your participation is valuable for the completion of the research. Please spare a few minutes to complete this questionnaire and return it to the colleague, who provided it to you, in the enclosed envelope within a week.

Please be sure that your responses will be confidential. Thank you in advance for your participation. If you wish to be interviewed as a continuation of this research or wish to receive an abstract of the major findings please add your name, address, email address and telephone number on the last page of the questionnaire.

Respectfully,

Marios Panteli

## **APPENDIX 6: The questionnaire**

### **PART A**

**Please fill in the blanks or indicate by ticking the appropriate box.**

1.    **Gender:**        male ☐                      female ☐
2.    **Age:**        \_\_\_\_\_
3.    **Country of graduation:** \_\_\_\_\_
4.    **Year of graduation:** \_\_\_\_\_
5.    **Type of appointment during this school year:**  
  
                                 as a replacement/substitute ☐                      with wage agreement ☐  
  
                                 on probation ☐    permanent ☐
6.    **Year of first appointment (independently of the type of appointment):**  
                                 \_\_\_\_\_
7.    **The school in which you work is located in:**  
  
                                 the city ☐                      the countryside ☐
8.    **Number of teachers in the school you work:** \_\_\_\_\_

**Answer the questions 9-14 only if you are appointed with wage agreement or with permanent appointment. Otherwise proceed to PART B on page 2.**

9.    **Year of appointment with wage agreement:** \_\_\_\_\_
10.   **The school in which you first worked with wage agreement was located in:**  
  
                                 the city ☐                      the countryside ☐

11. Number of teachers in the school you first worked with wage agreement:

\_\_\_\_\_

12. Number of schools in which you worked during the first year of appointment with wage agreement:

one school ☐ two schools ☐

more than two schools ☐

Answer the following question only if your answer to the previous question was “one school”.

13. Number of classes in which you worked during the first year of appointment with wage agreement:

one class ☐ two classes ☐

more than two classes ☐

Answer the following question only if your answer to the previous question was “one class”.

14. During the first year of appointment with wage agreement you taught in the following grades:

1<sup>st</sup> ☐ 2<sup>nd</sup> ☐ 3<sup>rd</sup> ☐

4<sup>th</sup> ☐ 5<sup>th</sup> ☐ 6<sup>th</sup> ☐

## PART B

**Please answer the following questions or indicate by ticking the appropriate box.**

### INITIAL TEACHER TRAINING (ITT)

**Circle the single most appropriate number in a scale 1-5, where 1= to a limited extent,  
5= to a great extent.**

1) In general, how well did your ITT prepare you for the first year of teaching?	1	2	3	4	5
2) The ITT provision was able to equip me with all the knowledge I needed during the first year of teaching.	1	2	3	4	5
3) The ITT provision was able to equip me with all the skills I needed during the first year of teaching.	1	2	3	4	5



## PROBLEMS/DIFFICULTIES

### DURING THE FIRST TWO YEARS OF TEACHING EXPERIENCE

- 4) To what extent did you encounter the following problems/ difficulties during the first years of teaching experience?

Circle the single most appropriate number in a scale 1-5, where 1= to a limited extent, 5= to a great extent.

In case you did not encounter a specific problem/difficulty then circle number 9.

Problems or difficulties you encountered								
i.	Classroom discipline	1	2	3	4	5		9
ii.	Classroom organisation and management	1	2	3	4	5		9
iii.	Time management	1	2	3	4	5		9
iv.	Evaluating and assessing pupils' work	1	2	3	4	5		9
v.	Relations with parents	1	2	3	4	5		9
vi.	Facilitating frequent home-school contact	1	2	3	4	5		9
vii.	Handling angry parents	1	2	3	4	5		9
viii.	Motivating pupils	1	2	3	4	5		9
ix.	Dealing with problems of individual pupils	1	2	3	4	5		9
x.	Coping with pupils facing learning difficulties	1	2	3	4	5		9
xi.	Dealing with pupils of deprived backgrounds	1	2	3	4	5		9
xii.	Dealing with pupils of different cultures	1	2	3	4	5		9
xiii.	Handling pupils' conflicts	1	2	3	4	5		9
xiv.	Meeting pupils with special needs	1	2	3	4	5		9
xv.	Understanding school culture	1	2	3	4	5		9
xvi.	Relations with colleagues	1	2	3	4	5		9

Problems or difficulties you encountered							
xvii.	Relations with the head teacher	1	2	3	4	5	9
xviii.	Relations with the deputy head teachers	1	2	3	4	5	9
xix.	Planning of lessons	1	2	3	4	5	9
xx.	Knowledge of subject matter	1	2	3	4	5	9
xxi.	Effective use of different teaching methods	1	2	3	4	5	9
xxii.	Lack of self-confidence	1	2	3	4	5	9
xxiii.	Stress	1	2	3	4	5	9
xxiv.	Isolation	1	2	3	4	5	9
xxv.	Awareness of school policies and rules	1	2	3	4	5	9
xxvi.	Inadequate school equipment	1	2	3	4	5	9
xxvii.	Effective use of textbooks and curriculum guides	1	2	3	4	5	9
xxviii.	Lack of spare time	1	2	3	4	5	9
xxix.	Inadequate guidance and support	1	2	3	4	5	9
xxx.	Overloaded timetable	1	2	3	4	5	9
xxxi.	Large class size	1	2	3	4	5	9
xxii.	Increased duties	1	2	3	4	5	9
xxiii.	Teaching at the same time pupils of different grades	1	2	3	4	5	9
xxiv.	Other (please specify): -----	1	2	3	4	5	9

### SUPPORT PROGRAMMES FOR NEWLY QUALIFIED TEACHERS

5) In your first appointment with wage agreement were you asked about:

- i. your class teaching preferences? Yes ☐ No ☐
- ii. your subject teaching preferences? Yes ☐ No ☐

6) In your first appointment with wage agreement compared to more experienced teachers in the school, were you given any reductions in:

Teaching hours?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Range of subjects or levels?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Range of classes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Class size(s)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Non-teaching duties?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

7) In your first appointment with wage agreement did the school have an organised programme of support for beginning teachers? Yes ☐ No ☐

i. If no, go to the question 11.

ii. If yes, was participation in the programme: Compulsory? ☐ Voluntary? ☐

**For questions 8-10, circle the single most appropriate number in a scale 1-5, where 1= to a limited extent, 5= to a great extent.**

8) To what extent has the school's support programme for beginning teachers assisted you during your first year?

1      2      3      4      5

Please give details:

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9) To what extent has the support offered by the school during your first year been specifically tailored to your individual needs?

1      2      3      4      5

Please give details:

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10) To what extent have your expectations of the support programme offered by the school being met?

1      2      3      4      5

Please give details:

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11) Do you think the school should have an organised programme of support for all beginning teachers? Yes ☐ No ☐

12) NQT's needs and expectations should be considered in the development of a school-based induction programme. Yes ☐ No ☐

13) What were your personal and professional needs during the first two years of teaching experiences?

Please give details:

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14) For each NQT an individual structured induction programme should be implemented.

Yes ☐

No ☐

15) The school-based induction programme should last:

i. 3 months ☐

ii. 6 months ☐

iii. 1 year ☐

iv. 2 years ☐

v. other (please specify) ☐

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16) What do you expect from an effective school-based induction programme?

Please give details:

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17) In your opinion/experience, which of the following phrases best describes the relationship between the processes of assessment and support?

Completely separate ☐

Integrated and mutually supportive ☐

Integrated but conflicting ☐

Other (please specify)

---

18) Fill in the blanks with a number in a scale 0-100, indicating the degree of participation/involvement that the following people should have in the process of NQTs' assessment for getting a permanent appointment. Where 0= no involvement, 100 = involvement in the greatest extent. The sum of the numbers should be 100.

i. Inspector \_\_\_\_\_

ii. Head teacher \_\_\_\_\_

iii. Mentor \_\_\_\_\_

iv. NQTs (self-evaluation) \_\_\_\_\_

v. Colleagues \_\_\_\_\_

vi. Parents \_\_\_\_\_

vii. Pupils \_\_\_\_\_

## PART C

In the left side of each statement circle the number that indicates the extent you benefited from each form of support if you experienced it as NQT.

In case you did not experience certain forms of support go to the right side of each statement and circle the number that indicates the extent you believe that the particular form of support would be beneficial for you as NQT.

Where 1= to a limited extent, 5= to a great extent.

					Forms of support					
1	2	3	4	5	i. Meetings with inspector	1	2	3	4	5
1	2	3	4	5	ii. Meetings with head teacher	1	2	3	4	5
1	2	3	4	5	iii. Meetings with deputy head teacher	1	2	3	4	5
1	2	3	4	5	iv. Handbook for new teachers	1	2	3	4	5
1	2	3	4	5	v. Access to an appointed mentor	1	2	3	4	5
1	2	3	4	5	vi. Cooperative planning with a team of teachers	1	2	3	4	5
1	2	3	4	5	vii. Meetings with other beginning teachers	1	2	3	4	5
1	2	3	4	5	viii. Seminars / meetings organised by District Office	1	2	3	4	5
1	2	3	4	5	ix. Other staff observing you teach, and providing feedback	1	2	3	4	5
1	2	3	4	5	x. Reduced teaching load	1	2	3	4	5
1	2	3	4	5	xi. Peer support group meetings	1	2	3	4	5
1	2	3	4	5	xii. Observing other teachers' lessons	1	2	3	4	5

					(informally)				
					xiii. Observing demonstration lessons				
1	2	3	4	5	xiv. Team teaching	1	2	3	4 5
1	2	3	4	5	xv. Access to confidential counselling	1	2	3	4 5
1	2	3	4	5	xvi. List of Internet resources for beginning teachers	1	2	3	4 5
1	2	3	4	5	xvii. Staff meetings	1	2	3	4 5
1	2	3	4	5	xviii. Visits to other schools	1	2	3	4 5
1	2	3	4	5	xix. Contact (e.g. email) with beginning teachers in other schools	1	2	3	4 5
1	2	3	4	5	xx. Other (please specify) _____ _____	1	2	3	4 5

### PART D

**In the left side of each statement circle the number that indicates the degree of importance of each subject for which you received support during the first years of teaching experience.**

**In case you did not receive support in certain subjects go to the right side of each statement and circle the number that indicates the degree you believe that each subject is important and for which you should receive support during the first years of teaching experience.**

**Where 1= to a limited extent, 5= to a great extent.**



1	2	3	4	5	i. Managing student behaviour	1	2	3	4	5
1	2	3	4	5	ii. Catering for students with a range of learning needs	1	2	3	4	5
1	2	3	4	5	iii. Effective teaching and learning strategies	1	2	3	4	5
1	2	3	4	5	iv. Student assessment	1	2	3	4	5
1	2	3	4	5	v. Communicating with parents	1	2	3	4	5
1	2	3	4	5	vi. Teaching strategies for particular content areas	1	2	3	4	5
1	2	3	4	5	vii. Inclusion of students with a disability	1	2	3	4	5
1	2	3	4	5	viii. Student motivation	1	2	3	4	5
1	2	3	4	5	ix. Record keeping	1	2	3	4	5
1	2	3	4	5	x. Time management	1	2	3	4	5
1	2	3	4	5	xi. Lesson planning	1	2	3	4	5
1	2	3	4	5	xii. Managing stress	1	2	3	4	5
1	2	3	4	5	xiii. Report writing	1	2	3	4	5
1	2	3	4	5	xiv. Using computers as tools for teaching and learning	1	2	3	4	5
1	2	3	4	5	xv. Handling administrative responsibilities	1	2	3	4	5
1	2	3	4	5	xvi. Extra-curricular duties	1	2	3	4	5
1	2	3	4	5	xvii. Organising school feasts	1	2	3	4	5
1	2	3	4	5	xviii. Other (please specify): _____ _____	1	2	3	4	5

## PART E

**In the left side of each statement circle the number that indicates the degree of importance of each issue for which you received information during the first days/weeks of your appointment with wage agreement.**

**In case you did not receive information for specific issues go to the right side of each statement and circle the number that indicates the degree you believe that each issue is important and for which you should receive information during the first days/weeks of your appointment with wage agreement.**

**Where 1= to a limited extent, 5= to a great extent.**

1	2	3	4	5	i. School rules and policies	1	2	3	4	5
1	2	3	4	5	ii. How to access school facilities and equipment	1	2	3	4	5
1	2	3	4	5	iii. The national curriculum	1	2	3	4	5
1	2	3	4	5	iv. Conditions of employment (e.g. salary details)	1	2	3	4	5
1	2	3	4	5	v. Availability of computers, Internet and email	1	2	3	4	5
1	2	3	4	5	vi. Availability of curriculum materials and teaching resources	1	2	3	4	5
1	2	3	4	5	vii. Information about the Teachers' Union (POED)	1	2	3	4	5
1	2	3	4	5	viii. Information about professional associations	1	2	3	4	5
1	2	3	4	5	ix. Expectations about your teaching role and responsibilities	1	2	3	4	5

1	2	3	4	5	x. Administrative procedures	1	2	3	4	5
1	2	3	4	5	xi. Teachers' rights and legal obligations	1	2	3	4	5
1	2	3	4	5	xii. Social/cultural background of students	1	2	3	4	5
1	2	3	4	5	xiii. Availability of support and specialist staff	1	2	3	4	5
1	2	3	4	5	xiv. School committees and how you can be involved	1	2	3	4	5
1	2	3	4	5	xv. Roles of senior staff	1	2	3	4	5
1	2	3	4	5	xvi. Expectations about extra-curricular duties	1	2	3	4	5
1	2	3	4	5	xvii. Information about support programmes available to beginning teachers	1	2	3	4	5
1	2	3	4	5	xviii. Information about procedures for probation and/or registration	1	2	3	4	5
1	2	3	4	5	xix. School decision-making processes	1	2	3	4	5
1	2	3	4	5	xx. The role of District Office	1	2	3	4	5
1	2	3	4	5	xxi. Teacher grievance procedures	1	2	3	4	5
1	2	3	4	5	xxii. Advice/support regarding accommodation	1	2	3	4	5
1	2	3	4	5	xxiii. Role of parent groups	1	2	3	4	5
					xxiv. Other (please specify):  _____					

**Please confirm that you have answered all the questions**

**THANK YOU VERY MUCH** for your cooperation and for taking the time to complete this questionnaire.

**If you would be happy to be interviewed as a continuation of this research, please add your name, address, email address and telephone number in the space below:**

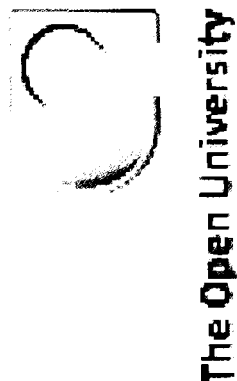
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## APPENDIX 7: The Cover Letter of the Questionnaire in Greek



Μάριος Παντελή

Φίλιππου Κρητιώτη 14

4106

Άγιος Αθανάσιος

☎ 25823572

99547890

marios\_panteli@otenettel.com

16 Απριλίου, 2007

Αγαπητή/έ Συνάδελφε,

Ονομάζομαι Μάριος Παντελή και είμαι δάσκαλος στο ΚΔ΄ Δημοτικό Σχολείο Λεμεσού. Είμαι διδακτορικός φοιτητής στο “The Open University/UK” και η διατριβή μου έχει θέμα “An exploration of school based induction of Newly Qualified Teachers (NQTs) appointed in Cyprus Primary Schools”. Η έρευνα έχει σχέση με προγράμματα στήριξης νεοδιόριστων δασκάλων σε σχολική βάση.

Η έρευνα στοχεύει να εξερευνήσει:

- 1) Τα προβλήματα και τις δυσκολίες τις οποίες αντιμετωπίζουν οι νεοδιόριστοι δάσκαλοι στο Εκπαιδευτικό Σύστημα της Κύπρου.
- 2) Τις μορφές στήριξης που βιώνουν ως νεοδιόριστοι εκπαιδευτικοί.
- 3) Τις περιοχές στις οποίες λαμβάνουν στήριξη.
- 4) Τις προσωπικές και επαγγελματικές ανάγκες των νεοδιόριστων δασκάλων κατά τη διάρκεια των τριών πρώτων ετών υπηρεσίας.

5) Τις θέσεις και απόψεις των νεοδιδασκόντων δασκάλων που έχουν σχέση με προγράμματα

στήριξης νεοδιδασκόντων εκπαιδευτικών.

Η έρευνα κρίνεται σημαντική στα πλαίσια μέλτης και κριτικής του Εκπαιδευτικού  
Συστήματος της Κύπρου, αφού το θέμα της στήριξης και αξιολόγησης των νεοδιδασκόντων  
εκπαιδευτικών αποτελεί αντικείμενο της μελετώμενης εκπαιδευτικής μεταρρύθμισης.  
Απόδειξη τούτου είναι ότι το θέμα της στήριξης και αξιολόγησης των νεοδιδασκόντων  
εκπαιδευτικών αναφέρεται εκτενώς στο "Προτεινόμενο Σχέδιο Αξιολόγησης" το οποίο  
έχει εκπονήσει η Κονοπραξία "ΑΘΗΝΑ" για λογαριασμό του Υπουργείου Παιδείας και  
Πολιτισμού. Ελπίζω ότι η παρούσα έρευνα θα προσθέσει ένα λιθαράκι στην προσπάθεια  
για ποιοτική αναβάθμιση της εκπαίδευσης μας.

Το παρόν ερωτηματολόγιο είναι ένα από τα εργαλεία συλλογής δεδομένων που θα  
χρησιμοποιηθούν στα πλαίσια διεξαγωγής αυτής της έρευνας και απευθύνεται σε  
νεοδιδασκόντες δασκάλους που έχουν μέλτη (3) χρόνια υπηρεσίας με σύμβαση. Η  
συμμετοχή σας κρίνεται ως εξαιρετικά πολύτιμη για την ολοκλήρωση της έρευνας.  
Παρακαλώ όπως διαθέσετε λίγα λεπτά από το χρόνο σας για να συμπληρώσετε το  
επισυνυπομνημένο ερωτηματολόγιο, να το τοποθετήσετε στο φάκελο που σας έχει δοθεί και  
να το επιστρέψετε στο/στη συνάδελφο που σας το μεταβίβασε σε μια περίπου εβδομάδα.

Παρακαλώ να είστε βέβαιτοι ότι οι απαντήσεις σας θα παραμείνουν εμπιστευτικές. Σας  
ευχαριστώ εκ των προτέρων για τη συμμετοχή σας στην έρευνα. Εάν είστε διατεθειμένος/η  
να συμμασχετε σε μία συνέντευξη, ως συνέχεια της έρευνας, ή επιθυμείτε να  
παραλάβετε τα βασικά πορίσματα της έρευνας παρακαλώ συμπληρώστε τα προσωνικά σας  
στοιχεία στο τέλος του ερωτηματολογίου.

Με εκτίμηση,

Μάριος Παυλάκης

## **APPENDIX 8: The Questionnaire in Greek**

**ΜΕΡΟΣ Α**

Παρακαλώ συμπληρώστε τα κενά ή το ανάλογο τετράγωνο με ένα (v).

- 1) Φύλο: άντρας ☐ γυναίκα ☐
- 2) Ηλικία: \_\_\_\_\_
- 3) Χώρα απόκτησης πτυχίου δασκάλου/ας: \_\_\_\_\_
- 4) Έτος αποφοίτησης: \_\_\_\_\_
- 5) Είδος διορισμού κατά τη διάρκεια της παρούσας σχολικής χρονιάς:  
αντικαταστάτρια/της ☐ με σύμβαση ☐  
μόνιμη/ος επί δοκιμασία ☐ μόνιμη/ος ☐
- 6) Έτος πρώτου διορισμού (ανεξάρτητα είδους διορισμού): \_\_\_\_\_
- 7) Το σχολείο στο οποίο εργάζεστε βρίσκεται:  
στην πόλη ☐ στην ύπαιθρο ☐
- 8) Αριθμός δασκάλων στο σχολείο που εργάζεστε:

Απαντήστε στις ερωτήσεις 9-14 μόνο εάν είστε διορισμένος/η με σύμβαση ή είστε μόνιμος/η. Διαφορετικά προχωρήστε στο ΜΕΡΟΣ Β στη σελίδα 2.

- 9) Έτος διορισμού με σύμβαση: \_\_\_\_\_
- 10) Το σχολείο στο οποίο διοριστήκατε για πρώτη φορά με σύμβαση βρισκόταν:
- στην πόλη ☐ στην ύπαιθρο ☐

11) Αριθμός δασκάλων στο σχολείο που διοριστήκατε για πρώτη φορά με σύμβαση:

\_\_\_\_\_

12) Την πρώτη χρονιά που διοριστήκατε με σύμβαση διδάσκατε σε:

ένα σχολείο ☐ δύο σχολεία ☐

περισσότερα από δύο σχολεία ☐

Απαντήστε στην ερώτηση 13 μόνο εάν στην ερώτηση 12 απαντήσατε “ένα σχολείο”.

13) Την πρώτη χρονιά που διοριστήκατε με σύμβαση διδάσκατε σε:

ένα τμήμα ☐ σε δύο τμήματα ☐

περισσότερα από δύο τμήματα ☐

Απαντήστε στην ερώτηση 14 μόνο εάν στην ερώτηση 13 απαντήσατε “ένα τμήμα”.

14) Την πρώτη χρονιά που διοριστήκατε με σύμβαση διδάσκατε σε:

Α΄ τάξη ☐ Β΄ τάξη ☐ Γ΄ τάξη ☐

Δ΄ τάξη ☐ Ε΄ τάξη ☐ Στ΄ τάξη ☐



Παρακαλώ απαντήστε στις παρακάτω δηλώσεις/ερωτήσεις επιλέγοντας την απάντηση που σας εκφράζει καλύτερα.

ΠΑΝΕΠΙΣΤΗΜΙΑΚΕΣ ΣΠΟΥΔΕΣ

Βάλτε σε κύκλο ένα αριθμό στην κλίμακα 1-5, όπου 1= σε πολύ μικρό βαθμό, 5= σε πολύ μεγάλο βαθμό. Οι αριθμοί 2-4 αποτελούν ενδιάμεσες διαβαθμίσεις.

1) Ένικά, πόσο αποτελεσματικά σας προετοίμασαν οι σπουδές σας στο πανεπιστήμιο για τον πρώτο χρόνο υπηρεσίας;				
1	2	3	4	5
2) Οι σπουδές σας στο πανεπιστήμιο σας εφοδίασαν με τις γνώσεις τις οποίες χρειάζεσθε κατά τη διάρκεια του πρώτου χρόνου υπηρεσίας.				
1	2	3	4	5
3) Οι σπουδές σας στο πανεπιστήμιο σας εφοδίασαν με τις δεξιότητες τις οποίες χρειάζεσθε κατά τη διάρκεια του πρώτου χρόνου υπηρεσίας.				
1	2	3	4	5

ΠΡΟΒΛΗΜΑΤΑ/ΔΥΣΚΟΛΙΕΣ ΚΑΤΑ ΤΗ ΔΙΑΡΚΕΙΑ ΤΩΝ ΔΥΟ ΠΡΩΤΩΝ ΕΤΩΝ ΥΠΗΡΕΣΙΑΣ

4) Κατά τη διάρκεια των πρώτων ετών υπηρεσίας, σε ποιο βαθμό αντιμετωπίσατε προβλήματα ή δυσκολίες που έχουν σχέση με τα πιο κάτω θέματα:

Βάλτε σε κύκλο ένα αριθμό στην κλίμακα 1-5, όπου 1= σε πολύ μικρό βαθμό, 5= σε πολύ μεγάλο βαθμό. Οι αριθμοί 2-4 αποτελούν ενδιάμεσες διαβαθμίσεις.

Σε περίπτωση που σε κάποιο θέμα δεν αντιμετωπίσατε προβλήματα ή δυσκολίες, τότε βάλτε σε κύκλο τον αριθμό 9.

Θέματα στα οποία πιθανόν να αντιμετωπίσατε προβλήματα ή δυσκολίες	Βαθμός δυσκολίας					
i. Πειθαρχία στην τάξη	1	2	3	4	5	9
ii. Οργάνωση και διοίκηση τάξης	1	2	3	4	5	9
iii. Διαχείριση χρόνου	1	2	3	4	5	9
iv. Αξιολόγηση και βαθμολόγηση εργασιών μαθητών	1	2	3	4	5	9
v. Σχέσεις με γονείς	1	2	3	4	5	9
vi. Ανάπτυξη συχνής επαφής με γονείς	1	2	3	4	5	9
vii. Διαχείριση γονιών με απειλητικές διαθέσεις	1	2	3	4	5	9
viii. Παρακίνηση μαθητών	1	2	3	4	5	9
ix. Αντιμετώπιση ατομικών προβλημάτων μαθητών	1	2	3	4	5	9
x. Χειρισμός μαθητών που αντιμετωπίζουν μαθησιακές δυσκολίες	1	2	3	4	5	9
xi. Χειρισμός μαθητών που προέρχονται από χαμηλά κοινωνικοοικονομικά υπόβαθρα	1	2	3	4	5	9
xii. Χειρισμός μαθητών διαφορετικών εθνικοτήτων/πολιτισμών	1	2	3	4	5	9
xiii. Χειρισμός συγκρούσεων μαθητών	1	2	3	4	5	9
xiv. Διδασκαλία μαθητών με ειδικές ανάγκες	1	2	3	4	5	9
xv. Κατανόηση σχολικής κουλτούρας/κλίματος	1	2	3	4	5	9

xvi.	Ανάπτυξη σχέσεων με συναδέλφους	1	2	3	4	5		9
xvii.	Ανάπτυξη σχέσεων με διευθυντή/τρια	1	2	3	4	5		9
xviii.	Ανάπτυξη σχέσεων με βοηθούς διευθυντές/τριες	1	2	3	4	5		9
xix.	Προγραμματισμός διδασκαλίων/μαθημάτων	1	2	3	4	5		9
xx.	Γνώση των μαθημάτων του αναλυτικού προγράμματος	1	2	3	4	5		9
xxi.	Αποτελεσματική χρήση διαφορετικών διδακτικών μεθόδων	1	2	3	4	5		9
xxii.	Εξέλιξη αυτοπεποίθησης	1	2	3	4	5		9
xxiii.	Άγχος	1	2	3	4	5		9
xxiv.	Απομόνωση	1	2	3	4	5		9
xxv.	Συνειδητοποίηση των σχολικών πολιτικών και κανόνων	1	2	3	4	5		9
xxvi.	Ανεπάρκεια σχολικού εξοπλισμού	1	2	3	4	5		9
xvii.	Αποτελεσματική χρήση των εγχειριδίων	1	2	3	4	5		9
xviii.	Εξέλιξη ελεύθερου (μη διδακτικού) χρόνου	1	2	3	4	5		9
xix.	Ανεπαρκής καθοδήγηση και υποστήριξη	1	2	3	4	5		9
xxx.	Βαρυφορτωμένο ωρολόγιο πρόγραμμα	1	2	3	4	5		9
xxxi.	Μεγάλος αριθμός μαθητών στην τάξη	1	2	3	4	5		9
xxii.	Αυξημένα καθήκοντα	1	2	3	4	5		9
xxiii.	Διδασκαλία συμπλεγμάτων σε μικρά σχολεία	1	2	3	4	5		9
xxiv.	Άλλο (παρακαλώ προσδιορίστε):	1	2	3	4	5		9

## ΠΡΟΓΡΑΜΜΑΤΑ ΣΤΗΡΙΞΗΣ ΝΕΟΔΙΟΡΙΣΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ

5) Όταν διοριστήκατε για πρώτη φορά με σύμβαση είχατε ερωτηθεί για:

- |     |   |                              |                              |
|-----|---|------------------------------|------------------------------|
| i.  | την τάξη που προτιμούσατε να διδάξετε;    | Ναι <input type="checkbox"/> | Όχι <input type="checkbox"/> |
| ii. | τα μαθήματα που προτιμούσατε να διδάξετε; | Ναι <input type="checkbox"/> | Όχι <input type="checkbox"/> |

6) Όταν διοριστήκατε για πρώτη φορά με σύμβαση, σε σύγκριση με τους δασκάλους με περισσότερα χρόνια υπηρεσίας, είχατε τύχει μείωσης στο(ν)/στα:

- |   |                              |                              |
|---|------------------------------|------------------------------|
| Διδακτικό χρόνο;  | Ναι <input type="checkbox"/> | Όχι <input type="checkbox"/> |
| Αριθμό μαθημάτων που θα έπρεπε να διδάξετε;                   | Ναι <input type="checkbox"/> | Όχι <input type="checkbox"/> |
| Αριθμό τμημάτων που θα έπρεπε να διδάξετε;                    | Ναι <input type="checkbox"/> | Όχι <input type="checkbox"/> |
| Μέγεθος τμήματος (αριθμός μαθητών) που θα έπρεπε να διδάξετε; | Ναι <input type="checkbox"/> | Όχι <input type="checkbox"/> |
| Μη διδακτικά καθήκοντα;                                       | Ναι <input type="checkbox"/> | Όχι <input type="checkbox"/> |

7) Το σχολείο στο οποίο διοριστήκατε για πρώτη φορά με σύμβαση είχε οργανωμένο πρόγραμμα στήριξης νεοδιόριστων εκπαιδευτικών;

Ναι ☐

Όχι ☐

i. Εάν όχι, προχωρήστε στην ερώτηση 11.

ii. Εάν ναι, η συμμετοχή σε αυτό ήταν: Υποχρεωτική ☐ Προαιρετική ☐

Για τις ερωτήσεις 8-10 βάλτε σε κύκλο ένα αριθμό στην κλίμακα 1-5, όπου 1= σε πολύ μικρό βαθμό, 5= σε πολύ μεγάλο βαθμό. Οι αριθμοί 2-4 αποτελούν ενδιάμεσες διαβαθμίσεις.

8) Σε ποιο βαθμό το πρόγραμμα στήριξης νεοδιόριστων εκπαιδευτικών σε σχολική βάση σας βοήθησε κατά τη διάρκεια του πρώτου έτους υπηρεσίας;

1      2      3      4      5

Παρακαλώ δώστε λεπτομέρειες:

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9) Σε ποιο βαθμό το πρόγραμμα στήριξης νεοδιόριστων εκπαιδευτικών σε σχολική βάση ήταν προσαρμοσμένο στις προσωπικές σας ανάγκες;

1      2      3      4      5

Παρακαλώ δώστε λεπτομέρειες:

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10) Σε ποιο βαθμό έχουν εκπληρωθεί οι προσδοκίες σας για το πρόγραμμα στηρίξης νεοδιδασκόντων εκπαιδευτικών σε σχολική βάση:

- 1
- 2
- 3
- 4
- 5

Παρακαλώ δώστε λεπτομέρειες:

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11) Πιστεύετε ότι οι σχολικές μονάδες πρέπει να έχουν ένα οργανωμένο πρόγραμμα στηρίξης όλων των νεοδιδασκόντων εκπαιδευτικών;

- ☐ Ναι
- ☐ Όχι

12) Πιστεύετε ότι οι ανάγκες και οι προσδοκίες των νεοδιδασκόντων εκπαιδευτικών πρέπει να λαμβάνονται υπόψη στην ανάπτυξη προγραμμάτων στηρίξης νεοδιδασκόντων εκπαιδευτικών σε σχολική βάση;

- ☐ Ναι
- ☐ Όχι

13) Ποιες ήταν οι προσωπικές και ποιες οι επαγγελματικές σας ανάγκες κατά τη διάρκεια των πρώτων ετών υπηρεσίας; Παρακαλώ δώστε λεπτομέρειες:

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14) Για κάθε νεοδιδασκόντο εκπαιδευτικό πρέπει να εφαρμόζεται ένα ατομικά δομημένο πρόγραμμα στηρίξης σε σχολική βάση.

- ☐ Ναι
- ☐ Όχι

15) Το πρόγραμμα στηρίξης νεοδιδασκόντων εκπαιδευτικών σε σχολική βάση πρέπει να διαρκεί:

- vi. 3 μήνες ☐
- vii. 6 μήνες ☐
- viii. 1 χρόνο ☐
- ix. 2 χρόνια ☐

x. άλλο (παρακαλώ προσδιορίστε): \_\_\_\_\_

16) Τι αναμένετε από ένα αποτελεσματικό πρόγραμμα στηρίξης νεοδιδασκόντων εκπαιδευτικών σε σχολική βάση; Παρακαλώ δώστε λεπτομέρειες:

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17) Κατά την άποψή σας, ποια από τις ακόλουθες φράσεις περιγράφει καλύτερα τη σχέση μεταξύ αξιολόγησης και στηρίξης:

- i. Εντελώς ανεξάρτητες ☐
- ii. Αλληλοεξαρτώμενες, η μία υποστηρίζει την άλλη ☐
- iii. Αλληλοεξαρτώμενες, η μία συγκροτείται με την άλλη ☐
- iv. Άλλο (παρακαλώ προσδιορίστε): \_\_\_\_\_

18) Συμπληρώστε σε κάθε γραμμή ένα αριθμό στην κλίμακα 0-100, δηλώνοντας το βαθμό εμπλοκής που θα πρέπει να έχουν οι παρακάτω στη διαδικασία αξιολόγησης για σκοπούς μονιμοποίησης των επί δοκιμασία εκπαιδευτικών. (Όπου 0 = καθόλου

εμπλοκή, 100= εμπλοκή στο μέγιστο βαθμό. Το άθροισμα των αριθμών πρέπει να είναι το 100.

- i. Αξιολογητής/Επιθεωρητής \_\_\_\_\_
- ii. Διευθυντής/τρια \_\_\_\_\_
- iii. Παιδαγωγικός Σύμβουλος (Μέντορας) (πρόκειται για νέο θεσμό ο οποίος προβλέπεται στο προτεινόμενο σχέδιο αξιολόγησης και είναι υπεύθυνος η για τη στήριξη, την επαγγελματική βελτίωση και την ομαλή ένταξη των νεοδιόριστων εκπαιδευτικών στο εκπαιδευτικό σύστημα και στο σχολείο) \_\_\_\_\_
- iv. Οι ίδιοι οι εκπαιδευτικοί μέσω της διαδικασίας της αυτοαξιολόγησης \_\_\_\_\_
- v. Οι συνάδελφοι εκπαιδευτικοί \_\_\_\_\_
- vi. Οι γονείς \_\_\_\_\_
- vii. Οι μαθητές/τριες \_\_\_\_\_



## ΜΕΡΟΣ Γ

Στην αριστερή πλευρά κάθε δήλωσης βάλτε σε κύκλο τον αριθμό που δείχνει σε ποιο βαθμό ωφεληθήκατε από κάθε μορφή στήριξης η οποία περιγράφεται, εφόσον τη βιώσατε ως νεοδιόριστοι εκπαιδευτικοί.

Σε περίπτωση που δε βιώσατε συγκεκριμένες μορφές στήριξης πηγαίνετε στη δεξιά πλευρά της κάθε δήλωσης και βάλτε σε κύκλο τον αριθμό που δείχνει σε ποιο βαθμό πιστεύετε ότι η συγκεκριμένη μορφή στήριξης που περιγράφεται θα σας ήταν ωφέλιμη ως νεοδιόριστοι εκπαιδευτικοί.

Όπου 1= σε πολύ μικρό βαθμό, 5= σε πολύ μεγάλο βαθμό. Οι αριθμοί 2-4 αποτελούν ενδιάμεσες διαβαθμίσεις.

					Μορφές στήριξης					
1	2	3	4	5	i. Συναντήσεις με επιθεωρητή/τρια	1	2	3	4	5
1	2	3	4	5	ii. Συναντήσεις με διευθυντή/τρια	1	2	3	4	5
1	2	3	4	5	iii. Συναντήσεις με βοηθό διευθυντή/τρια	1	2	3	4	5
1	2	3	4	5	iv. Εγχειρίδιο για νεοδιόριστους εκπαιδευτικούς	1	2	3	4	5
1	2	3	4	5	v. Πρόσβαση σε παιδαγωγικό σύμβουλο (μέντορα)	1	2	3	4	5
1	2	3	4	5	vi. Συλλογικός προγραμματισμός με ομάδα δασκάλων	1	2	3	4	5
1	2	3	4	5	vii. Συναντήσεις με άλλους νεοδιόριστους εκπαιδευτικούς	1	2	3	4	5
1	2	3	4	5	viii. Παρακολούθηση σεμιναρίων που	1	2	3	4	5

					οργανώνονται από το Επαρχιακό Γραφείο Παιδείας					
1	2	3	4	5	ix. Παρακολούθηση διδασκαλιών σας από άλλο προσωπικό και παροχή ανατροφοδότησης	1	2	3	4	5
1	2	3	4	5	x. Μειωμένος διδακτικός χρόνος	1	2	3	4	5
1	2	3	4	5	xi. Συναντήσεις ομάδας στήριξης νεοδιόριστου εκπαιδευτικού	1	2	3	4	5
1	2	3	4	5	xii. Ανεπίσημη παρακολούθηση μαθημάτων άλλων εκπαιδευτικών του σχολείου σας	1	2	3	4	5
1	2	3	4	5	xiii. Παρακολούθηση δειγματικών μαθημάτων	1	2	3	4	5
1	2	3	4	5	xiv. Ομαδική διδασκαλία	1	2	3	4	5
1	2	3	4	5	xv. Πρόσβαση σε εμπιστευτική παροχή συμβουλευτικής	1	2	3	4	5
1	2	3	4	5	xvi. Κατάλογος ιστοσελίδων στο διαδίκτυο ειδικά σχεδιασμένων για νεοδιόριστους εκπαιδευτικούς	1	2	3	4	5
1	2	3	4	5	xvii. Συνεδριάσεις προσωπικού	1	2	3	4	5
1	2	3	4	5	xviii. Επισκέψεις σε άλλα σχολεία	1	2	3	4	5
1	2	3	4	5	xix. Επικοινωνία (π.χ. μέσω ηλεκτρονικού ταχυδρομείου) με νεοδιόριστους εκπαιδευτικούς άλλων σχολείων	1	2	3	4	5
1	2	3	4	5	xx. Άλλο (παρακαλώ προσδιορίστε): ----- -----	1	2	3	4	5

**ΜΕΡΟΣ Δ**

Στην αριστερή πλευρά κάθε δήλωσης βάλτε σε κύκλο τον αριθμό που δείχνει το **βαθμό** **σημαντικότητας** του κάθε θέματος το οποίο περιγράφεται και για το οποίο λάβατε **στήριξη** κατά τη διάρκεια των πρώτων ετών υπηρεσίας.

Σε περίπτωση που δε λάβατε στήριξη σε συγκεκριμένα θέματα πηγαίνετε στη δεξιά πλευρά της κάθε δήλωσης και βάλτε σε κύκλο τον αριθμό που δείχνει σε ποιο **βαθμό** πιστεύετε ότι είναι σημαντικό το κάθε θέμα το οποίο περιγράφεται και για το οποίο θα έπρεπε να έχετε λάβει στήριξη κατά τη διάρκεια των πρώτων ετών υπηρεσίας.

Όπου 1= σε πολύ μικρό βαθμό, 5= σε πολύ μεγάλο βαθμό. Οι αριθμοί 2-4 αποτελούν ενδιάμεσες διαβαθμίσεις.

1	2	3	4	5	i. Διαχείριση συμπεριφοράς μαθητών	1	2	3	4	5
1	2	3	4	5	ii. Κάλυψη μαθησιακών αναγκών μαθητών	1	2	3	4	5
1	2	3	4	5	iii. Αποτελεσματική διδασκαλία και στρατηγικές μάθησης	1	2	3	4	5
1	2	3	4	5	iv. Αξιολόγηση μαθητών	1	2	3	4	5
1	2	3	4	5	v. Επικοινωνία με γονείς	1	2	3	4	5
1	2	3	4	5	vi. Μέθοδοι διδασκαλίας	1	2	3	4	5
1	2	3	4	5	vii. Ένταξη παιδιών με ειδικές ανάγκες	1	2	3	4	5
1	2	3	4	5	viii. Παρώθηση μαθητών	1	2	3	4	5
1	2	3	4	5	ix. Τήρηση αρχείων	1	2	3	4	5
1	2	3	4	5	x. Διαχείριση χρόνου	1	2	3	4	5

1	2	3	4	5	xi. Προγραμματισμός μαθημάτων	1	2	3	4	5
1	2	3	4	5	xii. Διαχείριση άγχους	1	2	3	4	5
1	2	3	4	5	xiii. Σύνταξη εκθέσεων	1	2	3	4	5
1	2	3	4	5	xiv. Χρήση Η/Υ ως εργαλείου διδασκαλίας και μάθησης	1	2	3	4	5
1	2	3	4	5	xv. Διαχείριση διοικητικών ευθυνών	1	2	3	4	5
1	2	3	4	5	xvi. Εξωδιδασκτικά καθήκοντα	1	2	3	4	5
1	2	3	4	5	xvii. Παροχή υλικού για διοργάνωση ενδοσχολικών εκδηλώσεων/γιορτών	1	2	3	4	5
1	2	3	4	5	xviii. Άλλο (παρακαλώ προσδιορίστε): ----- -----	1	2	3	4	5

## ΜΕΡΟΣ Ε

Στην αριστερή πλευρά κάθε δήλωσης βάλτε σε κύκλο τον αριθμό που δείχνει το βαθμό σημαντικότητας της κάθε πληροφορίας η οποία περιγράφεται και για την οποία λάβατε ενημέρωση κατά τη διάρκεια των πρώτων ημερών/εβδομάδων του πρώτου διορισμού σας με σύμβαση.

Σε περίπτωση που δε λάβατε ενημέρωση για συγκεκριμένες πληροφορίες πηγαίνετε στη δεξιά πλευρά της κάθε δήλωσης και βάλτε σε κύκλο τον αριθμό που δείχνει σε ποιο βαθμό πιστεύετε ότι είναι σημαντική η κάθε πληροφορία η οποία περιγράφεται και για την οποία θα έπρεπε να έχετε λάβει ενημέρωση κατά τη διάρκεια των πρώτων ημερών/εβδομάδων του πρώτου διορισμού σας με σύμβαση.

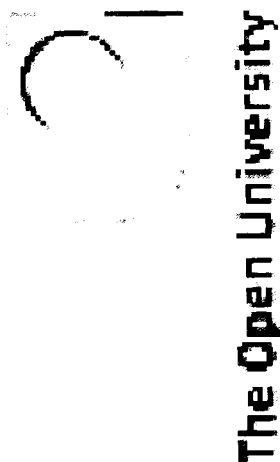
Όπου 1= σε πολύ μικρό βαθμό, 5= σε πολύ μεγάλο βαθμό. Οι αριθμοί 2-4 αποτελούν ενδιάμεσες διαβαθμίσεις.

1	2	3	4	5	i. Κανονισμοί και πολιτικές σχολείου	1	2	3	4	5
1	2	3	4	5	ii. Πώς να έχετε πρόσβαση στις εγκαταστάσεις και στον εξοπλισμό του σχολείου	1	2	3	4	5
1	2	3	4	5	iii. Αναλυτικό πρόγραμμα	1	2	3	4	5
1	2	3	4	5	iv. Συνθήκες εργοδότησης (π.χ. μισθοδοσία, άδειες)	1	2	3	4	5
1	2	3	4	5	v. Διαθεσιμότητα Η/Υ, διαδικτύου και ηλεκτρονικού ταχυδρομείου	1	2	3	4	5
1	2	3	4	5	vi. Διαθεσιμότητα υλικών και πόρων	1	2	3	4	5

1	2	3	4	5	vii. Πληροφορίες σχετικές με την οργάνωση των εκπαιδευτικών (ΠΟΕΔ)	1	2	3	4	5
1	2	3	4	5	viii. Πληροφορίες σχετικές με επαγγελματικούς ομίλους/συνδέσμους	1	2	3	4	5
1	2	3	4	5	ix. Προσδοκίες για το ρόλο σας ως δασκάλου/ας	1	2	3	4	5
1	2	3	4	5	x. Διοικητικές διαδικασίες	1	2	3	4	5
1	2	3	4	5	xi. Δικαιώματα και νομικές ευθύνες εκπαιδευτικών	1	2	3	4	5
1	2	3	4	5	xii. Κοινωνικοπολιτιστικό υπόβαθρο των μαθητών	1	2	3	4	5
1	2	3	4	5	xiii. Διαθεσιμότητα στήριξης και ειδικού προσωπικού	1	2	3	4	5
1	2	3	4	5	xiv. Σχολικές επιτροπές και τρόπος ανάμιξης	1	2	3	4	5
1	2	3	4	5	xv. Ρόλος διευθυντικής ομάδας	1	2	3	4	5
1	2	3	4	5	xvi. Προσδοκίες για εξωδιδασκικά καθήκοντα	1	2	3	4	5
1	2	3	4	5	xvii. Πληροφορίες για τη διαθεσιμότητα προγραμμάτων στήριξης εκπαιδευτικών	1	2	3	4	5
1	2	3	4	5	xviii. Πληροφορίες για τη διαδικασία επί δοκιμασίας διορισμού και μονιμοποίησης	1	2	3	4	5
1	2	3	4	5	xix. Διαδικασίες λήψης αποφάσεων στο σχολείο	1	2	3	4	5
1	2	3	4	5	xx. Ρόλος Επαρχιακού Γραφείου Παιδείας	1	2	3	4	5
1	2	3	4	5	xxi. Διαδικασίες υποβολής παραπόνων	1	2	3	4	5
1	2	3	4	5	xxii. Συμβουλές/στήριξη σχετικά με τη στέγασή σας	1	2	3	4	5
1	2	3	4	5	xxiii. Ρόλος Συνδέσμων Γονέων	1	2	3	4	5
1	2	3	4	5	xxiv. Άλλο (παρακαλώ προσδιορίστε):	1	2	3	4	5



**APPENDIX 9: The Cover Letter of the E-Mail Interview of the Minister of  
Education and Culture**



Marios Panteli  
14 Filippou Kritioti St.  
4106  
Agios Athanasios  
☎ 25823572  
99547890  
marios\_panteli@otenettel.com

03 January, 2008

Mr. Akis Kleanthous  
Minister of Education and Culture

Right Honourable,

My name is Marios Panteli and I am a teacher in the 2nd Primary School of Agios Athanasios. I am a Doctorate Student at the OPEN UNIVERSITY/UK and I am working on a research project titled “An exploration of school based induction of Newly Qualified Teachers (NQTs) appointed in Cyprus Primary Schools”. The research is related to NQTs school-based induction programmes.

The research aims to explore:

- 6) the problems and difficulties that NQTs, appointed in Cyprus Primary Education, encounter.



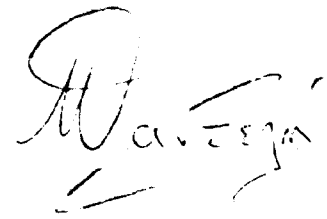
- 7) the induction strategies they experience,
- 8) the areas/issues they receive support,
- 9) NQTs' personal and professional needs during the first two years of teaching and
- 10) NQTs' attitudes and opinions about issues relating to induction programmes for NQTs.

The research is considered important in studying and criticising the Cyprus Educational System, taking into account that the issue of supporting and evaluating newly qualified teachers is discussed as a measure for reforming Cyprus Education. Verification of this is that the issue of supporting and evaluating newly qualified teachers is extensively reported in the important document "Proposed System of Evaluation" for Primary and Secondary Education in Cyprus which was developed from the "ATHINA Consortium" ("Koinopraxia ATHINA") on behalf of the Ministry of Education and Culture and also in the "Strategic Plan for Education" which you unveiled, during September 2007, to reform education in Cyprus. I hope that this research will contribute to the qualitative improvement of education in Cyprus.

The interview is one of the data collecting instruments that will be used and it is addressed to you as the Minister of Education and Culture. In the mean time, NQTs took part in a focus group interview, 117 NQTs have completed a questionnaire and at present I conduct interviews with some of them in order to explore further their arguments and perceptions. Your participation is valuable for the completion of the research taking into account that you will express the official plans of the Ministry of Education and Culture and also your personal opinions and thoughts on the subject under study. Please take few minutes to answer the interview questions that follow. Please e-mail your responses (e-mail address: [marios\\_panteli@otenet.net](mailto:marios_panteli@otenet.net)) or fax them (fax number: 25823573) or post them in the address that appears in the beginning of this letter.

Thank you in advance for your participation. I promise that I will send you the main findings of the research in order to use them for the qualitative improvement of our education.

Respectfully,

A handwritten signature in black ink, appearing to read 'M. Panteli', with a stylized flourish underneath.

Marios Panteli

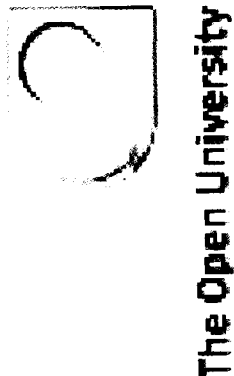
## **APPENDIX 10: The Questions of the E-Mail Interview of the Minister of Education and Culture**

1. What should be the aims/purposes of the induction programme for Newly Qualified Teachers (NQTs)?
2. What will be the content of the support programme for NQTs?
3. When will the procedure of NQTs' school-based support take place taking into account their overloaded timetable? In order to strengthen the importance of the above question I note that according to NQTs' responses to the questionnaire "Lack of spare (release) time" and "overloaded timetable" are the two most frequent and important problems or difficulties that NQTs face during the first years of teaching experience. I remind you that every teacher up to 14 years of teaching experience has 35 periods (7 per day) of working time per week. 29 periods of the working time is teaching time. Consequently, every NQT has on average only 1 period of 40 minutes per day to accomplish his/her not teaching duties like participation to programmes, pupils' assessment, correction of pupil's work, planning of lessons, contacts with parents and so on.
4. Is it by any chance possible to reduce the NQTs' timetable in order to have more spare (release) time for the process of their support in the frames of the two year induction programme?
5. Will the support programme be the same for all NQTs or for each NQT an individual structured and flexible induction programme will be implemented according to his/her personal and professional needs? Why the support programme will last two years?

6. 65% of the participants in the study stated that they agree with the individual structured and flexible support programme. What do you have to comment on the above argument?
7. Which will be the process of teachers' evaluation and assessment for getting a permanent appointment? Will the mentor participate in the above process or will he/she participate only in the formative evaluation of NQT which aims to support the NQT.
8. 21% of the participants in the study during their first appointment with wage agreement they were appointed in two different schools and 11% in more than two schools. In other words, 1 out of 3 NQTs were appointed in more than one school. Do you think that the reality of appointing NQTs in small or/and remote schools helps the process of NQTs' support? Do you intend to suggest changes in the regulations relating to the appointment of teachers in order to avoid the above reality and support NQTs more effective?

**THANK YOU VERY MUCH for your cooperation and your time.**

**APPENDIX 11: The Cover Letter of the E-Mail Interview of the Minister of  
Education and Culture in Greek**



Μάριος Παντελή  
Φίλιππου Κρητιώτη 14  
4106

Άγιος Αθανάσιος

☎ 25823572

99547890

marios\_panteli@otenettel.com

03 Ιανουαρίου, 2008

κ. Άκη Κλεάνθους

Υπουργό Παιδείας και Πολιτισμού

Έντιμε Κύριε Υπουργέ,

Ονομάζομαι Μάριος Παντελή και είμαι δάσκαλος στο Β΄ Δημοτικό Σχολείο Αγίου Αθανασίου. Είμαι διδακτορικός φοιτητής στο “The Open University/UK” και η διατριβή μου έχει θέμα “An exploration of school based induction of Newly Qualified Teachers appointed in Cyprus Primary Schools”. Η έρευνα έχει σχέση με προγράμματα στήριξης νεοδιόριστων δασκάλων σε σχολική βάση.

Η έρευνα στοχεύει να εξερευνήσει:

- 1) Τα προβλήματα και τις δυσκολίες τις οποίες αντιμετωπίζουν οι νεοδιόριστοι δάσκαλοι στο Εκπαιδευτικό Σύστημα της Κύπρου.

2) Τις μορφές στηρίξης που βιώνουν ως νεοδιορίστοι εκπαιδευτικοί.

3) Τις περιοχές στις οποίες λαμβάνουν στηρίξη.

4) Τις προσωπικές και επαγγελματικές ανάγκες των νεοδιορίστων δασκάλων κατά τη διάρκεια των δύο πρώτων ετών υπηρεσίας.

5) Τις θέσεις και απόψεις των νεοδιορίστων δασκάλων καθώς και επίσημων φορέων (π.χ. ΥΠΠ) που έχουν σχέση με προγράμματα στηρίξης νεοδιορίστων εκπαιδευτικών.

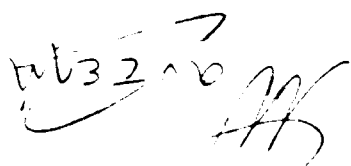
Η έρευνα κρίνεται σημαντική στα πλαίσια μελέτης και κριτικής του Εκπαιδευτικού Συστήματος της Κύπρου, αφού το θέμα της στηρίξης και αξιολόγησης των νεοδιορίστων εκπαιδευτικών αποτελεί αντικείμενο της μελετώμενης εκπαιδευτικής μεταρρύθμισης. Απόδειξη τούτου είναι ότι το θέμα της στηρίξης και αξιολόγησης των νεοδιορίστων εκπαιδευτικών αναφέρεται εκτενώς στο "Προτεινόμενο Σχέδιο Αξιολόγησης" το οποίο έχει εκπονήσει η Κοινοπραξία "ΑΘΗΝΑ" για λογαριασμό του Υπουργείου Παιδείας και Πολιτισμού καθώς και στον Στρατηγικό Σχεδιασμό για την Παιδεία τον οποίο εσεις Πολίτες καθώς και στον Στρατηγικό Σχεδιασμό για την Παιδεία τον οποίο εσεις υποβάλατε προς την κοινωνία και τους διάφορους φορείς και οργανωμένα σύνολα (κόμματα, εκπαιδευτικές οργανώσεις, συνμοσπονδίες γονέων κ.λ.π.) το Σεπτέμβριο του 2007. Ελπίζω ότι η παρούσα έρευνα θα προσθέσει ένα λιθαράκι στην προσπάθεια για ποιοτική αναβάθμιση της εκπαίδευσής μας.

Η συνέπληξη που θα ακολουθήσει είναι ένα από τα εργαλεία συλλογής δεδομένων που θα χρησιμοποιηθούν στα πλαίσια διεξαγωγής αυτής της έρευνας και απευθύνεται σε εσάς ως Υπουργό Παιδείας και Πολιτισμού. Ήδη ομάδα νεοδιορίστων συναδέλφων έχει συμμετάσχει σε ομαδική συνέντευξη. 117 συνάδελφοι έχουν συμπληρώσει σχετικό ερωτηματολόγιο και αυτή τη στιγμή διεξάγω ατομικές συνεντεύξεις με κάποιους από αυτούς για περαιτέρω διερεύνηση των απόψεων και αντιλήψεων τους. Η συμπλήρωσή σας κρίνεται ως εξαιρετικά πολύτιμη για την ολοκλήρωση της έρευνας αφού θα καταθέσετε την επίσημη θέση του ΥΠΠ αλλά και γιατί όχι τους προβληματισμούς και σκέψεις σας για

το θέμα υπό μελέτη. Παρακαλώ όπως διαθέσετε λίγα λεπτά από τον πολύτιμο χρόνο σας για να απαντήσετε τις ερωτήσεις που ακολουθούν. Παρακαλώ όπως οι απαντήσεις σας αποσταλούν είτε σε ηλεκτρονική μορφή στην ηλεκτρονική διεύθυνση [marios.panteli@otenet.gr](mailto:marios.panteli@otenet.gr) είτε σε έντυπη μορφή στον αριθμό τηλεφώνου 25823573 είτε ταχυδρομικώς στη διεύθυνση που έχω συμπληρώσει στην αρχή της επιστολής.

Σας ευχαριστώ εκ των προτέρων για τη συμμετοχή σας στην έρευνα. Εγώ από την πλευρά μου υπόσχομαι ότι θα σας αποστείλω τα βασικά πορίσματα της έρευνας για να τα αξιοποιήσετε προς όφελος της παιδείας μας.

Με εκτίμηση,



Μάριος Παντελής

## **APPENDIX 12: The Questions of the E-Mail Interview of the Minister of Education and Culture in Greek**

Πριν την υποβολή των ερωτήσεων θα ήθελα να παραθέσω δύο αποσπάσματα από έγγραφα τα οποία υπέβαλε το ΥΠΠ στην προσπάθεια για εκπαιδευτική μεταρρύθμιση και τα οποία αναφέρονται στην στήριξη των νεοδιόριστων εκπαιδευτικών σε σχολική βάση στα πλαίσια της εισαγωγικής επιμόρφωσης τους:

α) το έγγραφο **“Πρόταση του ΥΠΠ για ένα νέο σύστημα αξιολόγησης του εκπαιδευτικού έργου και των εκπαιδευτικών λειτουργών”**, ημερομηνίας 16 Απριλίου 2007, στην παράγραφο 3.2 αναφέρει ότι:

“Η στήριξη του νέου εκπαιδευτικού, ώστε να ενταχθεί ομαλά στην πραγματικότητα του εκπαιδευτικού συστήματος και της διαδικασίας της διδασκαλίας - μάθησης, σε πραγματικές συνθήκες εργασίας, αποτελεί βασική επιδίωξη” και

β) το έγγραφο **“Στρατηγικός Σχεδιασμός για την Παιδεία, Σεπτέμβριος 2007”** στη σελίδα 15 αναφέρει ότι:

“δίνεται έμφαση στην ενδοϋπηρεσιακή επιμόρφωση των εκπαιδευτικών εντός της σχολικής μονάδας, ... για την καθοδήγηση των νεοεισερχόμενων εκπαιδευτικών στα πλαίσια διετούς προγράμματος εισαγωγικής επιμόρφωσης”

Οι παραπάνω θέσεις του ΥΠΠ οδηγούν στα ακόλουθα ερωτήματα:



- 1) Ποιοι πρέπει να είναι κατά τη γνώμη σας οι στόχοι της εισαγωγικής επιμόρφωσης των νεοδιόριστων δασκάλων;
- 2) Ποιο θα είναι το περιεχόμενο του προγράμματος στήριξης (μορφές στήριξης, θέματα στα οποία θα λάβουν στήριξη κ.λ.π.);
- 3) Σε ποιο χρόνο θα γίνεται η διαδικασία στήριξης σε σχολική βάση των νεοδιόριστων δασκάλων δεδομένου του βαρυφορτωμένου ωρολόγιου προγράμματος που έχουν; Για να ενισχύσω τη σημαντικότητα της ερώτησης σας αναφέρω ότι σύμφωνα με τις δηλώσεις των νεοδιόριστων δασκάλων η “Έλλειψη ελεύθερου (μη διδακτικού) χρόνου” και το “Βαρυφορτωμένο ωρολόγιο πρόγραμμα” είναι τα δύο πιο συχνά και σημαντικά προβλήματα ή δυσκολίες τα οποία αντιμετωπίζουν κατά τη διάρκεια των πρώτων ετών υπηρεσίας τους. Σας υπενθυμίζω ότι ο κάθε δάσκαλος από 1 μέχρι και 14 έτη υπηρεσίας εργάζεται 29 διδακτικές περιόδους την εβδομάδα με εργάσιμο χρόνο 35 περιόδους την εβδομάδα (7 περιόδους την ημέρα). Επομένως ο κάθε νεοδιόριστος δάσκαλος έχει κατά μέσο όρο 1 περίοδο των 40 λεπτών την ημέρα για να διεκπεραιώσει τα μη διδακτικά του καθήκοντα όπως συμμετοχή σε προγράμματα στα οποία είναι ενταγμένο το σχολείο, αξιολόγηση μαθητών, διόρθωση εργασιών μαθητών, προγραμματισμός μαθημάτων, συναντήσεις με γονείς, εργασίες τις οποίες αναθέτει ο διευθυντής στα πλαίσια ομαλής λειτουργίας της σχολικής μονάδας κ.λ.π.
- 4) Είναι μήπως στις σκέψεις του ΥΠΠ η μείωση του διδακτικού χρόνου των νεοδιόριστων δασκάλων για να έχουν περισσότερο ελεύθερο (μη διδακτικό) χρόνο για να είναι δυνατή η διαδικασία της στήριξης τους στα πλαίσια του διετούς προγράμματος εισαγωγικής επιμόρφωσης;

- 5) Το πρόγραμμα στήριξης των νεοδιόριστων δασκάλων θα είναι το ίδιο για όλους ή θα είναι εξατομικευμένο και ευέλικτο με βάση τις προσωπικές και επαγγελματικές ανάγκες του κάθε δασκάλου; Γιατί διετές;
- 6) 65% των συμμετασχόντων στην έρευνα δήλωσαν ότι συμφωνούν με το εξατομικευμένο και ευέλικτο πρόγραμμα στήριξης: Τι έχετε να δηλώσετε;
- 7) Ποια θα είναι η διαδικασία αξιολόγησης των νεοδιόριστων δασκάλων με σκοπό τη μονιμοποίηση τους; Ο μέντορας θα συμμετέχει στην παραπάνω διαδικασία ή θα συμμετέχει μόνο στη διαμορφωτική αξιολόγηση με σκοπό τη στήριξη του δασκάλου;
- 8) 21% των συμμετασχόντων στην έρευνα τον πρώτο χρόνο διορισμού τους με σύμβαση ήταν υποχρεωμένοι να εργάζονται σε δύο σχολεία και 11% σε περισσότερα από 2 σχολεία. Δηλαδή 1 στους 3 νεοδιόριστους δασκάλους ήταν υποχρεωμένος να εργαστεί σε περισσότερα από 1 σχολεία. Θεωρείται ότι αυτό το δεδομένο και η πρακτική διορισμού των νεοδιόριστων δασκάλων σε μικρά ή/και απομακρυσμένα σχολεία βοηθά στη διαδικασία στήριξης τους; Μήπως σκοπεύετε να εισηγηθείτε κάποιες αλλαγές στους κανονισμούς διορισμών – τοποθετήσεων μετακινήσεων των δασκάλων με σκοπό την αποφυγή του παραπάνω φαινομένου και για αποτελεσματικότερη στήριξη των νεοδιόριστων δασκάλων;

**ΕΥΧΑΡΙΣΤΩ ΠΟΛΥ για τη συνεργασία σας και για το χρόνο που διαθέσατε για να απαντήσετε στις ερωτήσεις.**

**APPENDIX 13: The interview responses of the Minister of Education and Culture**



REPUBLIC OF CYPRUS

**MINISTRY OF EDUCATION AND CULTURE (MoEC)**

Αρ. Φακ.15.8.01

Αρ. Τηλ. 22800790

Αρ. Φαξ: 22305974

E-mail: [epetrides@gmail.com](mailto:epetrides@gmail.com)

23 January, 2008

**Minister's of Education and Culture Interview**

**1. What should be the aims/purposes of the induction programme for Newly Qualified Teachers (NQTs)?**

Allow me to start saying that my personal opinion, regarding teachers' staff development, is identical with the opinion of the "Committee for Educational Reform":

"The education (training) and staff development of teachers are two of the most critical parameters that influence the efficacy of an educational system. Today, it is generally acceptable that the teacher's role in the qualitative improvement of education is fundamental"

The purpose of the in-service training (education) is the continuous improvement of the educational system which is linked with the satisfaction of the schools' development needs and teachers' professional and personal development in the frames of lifelong learning.

For the accomplishment of the above it was decided that the staff development process will follow three main axes:

- The staff development will be a continuous process which will recognise the value of theory in the degree it can practically support the learning process in the new educational realities.
- The staff development programmes will be organised in such a way that they will strengthen teacher's professional autonomy and professional improvement, taking into account his/her personal needs or/and weaknesses.
- Staff development will be closely linked with the school development, the teaching and learning practice, the re-enforcement of school's autonomy and better organisation and management of school's particularities.

As regards the induction of NQTs, according to the Revised Strategic Plan for the Education, they will attend a staff development programme when they are first appointed. Staff development for NQTs will aim to ease NQTs' transition to the profession, through guidance and support, inform them about the school, the educational system, national curriculum, regulations, legal obligations, duties and rights, handling of pupils, evaluation and assessment in order to ensure a minimum level of sufficiency of all NQTs.

## **2. What will be the content of the support programme for NQTs?**

The induction programme will be continuous during the first year of appointment. It will include both a theoretical part that will be offered by the Pedagogical Institute of Cyprus (PIC) and a school-based practical part in which mentor's role will be of high significance.

Specifically, the induction programme will have the following structure:

### **a) An intensive seminar of 15 periods, taking place in the Pedagogical Institute of Cyprus (PIC), with the following content:**

- The school unit in the education system (basic principles of running – school culture) and teacher's role.
- NQTs' needs – sources of information in the school (for the NC, teaching materials, classrooms, teaching aids).
- Handling stress.
- The meaning of cooperation with mentor and the wider school community.

### **b) School-based staff development:**

The school-based induction programme which will be coordinated by the PIC, the mentor and the school counsellor will include:

- A briefing relating to the running of the particular school unit, sources of information, teaching aids, ways of cooperation, workload and so on (mainly during the first month)

- Cooperation with the mentor for issues like teaching methodology, classroom management, relations with parents, planning of lessons
- Opportunities to observe the mentor or other experienced teachers' lessons (three at least) followed by feedback
- Opportunities of being observed by other colleagues, at least once, followed by feedback. This lesson will be scheduled in cooperation with the mentor and will not have an evaluation meaning
- Participation in a group of colleagues that will design and plan a lesson or a unit.
- Development of a test for pupils in cooperation with the mentor.
- The school unit will have the right to invite the PIC personnel to offer support in special issues that interest NQTs (differentiation of teaching, teaching in a multicultural environment, pupils' assessment, discipline problems, classroom management, action research, taking advantage of new technologies, projects development).
- The PIC undertakes the obligation to offer reinforcing teaching material or further practical aid to the school unit when necessary. For this reason a member of the PIC personnel will act as the contact person of PIC with the school unit. Particular attention will be given in mechanisms of observation of teaching and rethinking, in order to achieve progressively the improvement of teaching practice following particular changes.

**3. When will the procedure of NQTs' school-based support take place taking into account their overloaded timetable? In order to strengthen the importance of the above question I note that according to NQTs' responses to the questionnaire "Lack of spare (release) time" and "overloaded timetable" are the two most frequent and important problems or difficulties that NQTs face**

**during the first years of teaching experience. I remind you that every teacher up to 14 years of teaching experience has 35 periods (7 per day) of working time per week. 29 periods of the working time is teaching time. Consequently, every NQT has on average only 1 period of 40 minutes per day to accomplish his/her not teaching duties like participation to programmes, pupils' assessment, correction of pupil's work, planning of lessons, contacts with parents and so on.**

Taking into consideration the form and structure of the proposed induction programme the MoEC suggests that it should be carried out during the working time. For this issue, as for the particularisation of all the aspects of the programme, the MoEC has a continuous dialogue with the involved associations and organisations.

**4. Is it by any chance possible to reduce the NQTs' timetable in order to have more spare (release) time for the process of their support in the frames of the two year induction programme?**

It is repeated that the systematic process of the staff development of teachers constitutes a basic condition for the materialization of each innovation and promoted reform. Important changes are expected to happen in the structure and content of education and running of school units. In this frame, it is expected that the discussions, relating to the in-service teachers training (education), between the MoEC and all the others involved will be shortly completed.

In the frames of the above changes and in collaboration with the Teachers Union the redeployment of the working and teaching time of teachers is recommended, as well as the

redeployment of all the reductions in teaching time that are provided in teachers for the undertaking of programmes and actions in the school unit ...

In these frames the issue of the reduction of NQTs' teaching time will be examined with the Teachers Union.

- 5. Will the support programme be the same for all NQTs or for each NQT an individual structured and flexible induction programme will be implemented according to his/her personal and professional needs? Why the support programme will last two years?**

The MoEC's intention is to offer individual structured and flexible staff development programmes according to the personal needs of every teacher in a dynamic developing educational system.

Therefore, the induction programme will include a theoretical part, common for all the NQTs, which will be offered by the Pedagogical Institute of Cyprus and a school-based part that will be adapted to the personal and professional needs of every single NQT.

- 6. 65% of the participants in the study stated that they agree with the individual structured and flexible support programme. What is your comment on the above argument?**

The MoEC supports the above view. As mentioned above, the process of staff development, in order to be effective, must be organised according to the learning principles of adults which are:



- The teacher is faced as an autonomous professional and self-directed personality. He/she is involved in the process of the development of in-service training (education) programmes, its aims, structure and evaluation.
- Staff development programmes consider and serve teachers needs, take into account their experiences, are connected with their professional and cultural role, aim to connect theory and practice and underline the endogenous learning motives such as the acquisition of self-esteem and self-confidence.

PIC's relevant researches show that staff development programmes which teachers consider as effective are those who had the above characteristics.

**7. Which will be the process of teachers' evaluation and assessment for getting a permanent appointment? Will the mentor participate in the above process or will he/she participate only in the formative evaluation of NQT which aims to support the NQT.**

It is well known that the current system of evaluation and assessment, which was legislated in 1976 and it is still in effect without major changes, is anachronistic (old-fashioned) and out-of-date ...

The support of NQTs as to ease their transition to the reality of the educational system and the process of teaching and learning in the real world of the classroom is a major aim which will be achieved in combination with the MoEC's suggestions for the staff development (induction programmes for all the NQTs).

As regarding the evaluation and assessment of NQTs for getting a permanent appointment. NQTs on probation will be evaluated during the second year of teaching experience by 3 evaluators: the head teacher and two external evaluators. The evaluation of NQTs' teaching and work will be carried out by filling specific evaluation forms. Self-evaluation will also be considered (Portfolio). The three evaluators, after the completion of the evaluations, will jointly draw up a detailed report for the NQT on probation in which their final decision will be reported ...

It is underlined that the mentor will not participate in the process of the NQT's evaluation for getting a permanent appointment but only in the process of the formative evaluation which aims to support and improve the NQT.

- 8. 21% of the participants in the study during their first appointment with wage agreement were appointed in two different schools and 11% in more than two schools. In other words, 1 out of 3 NQTs were appointed in more than one school. Do you think that the practice of appointing NQTs in small or/and remote schools helps the process of NQTs' support? Do you intend to suggest changes in the regulations relating to the appointment of teachers in order to avoid the above reality and support NQTs more effective?**

The frequent mobility of teachers from one school to another which is due to the existing system of teachers' transfers/removals and the appointments of teachers not in due time are two basic drawbacks of our educational system. For this reason it is recommended, in collaboration with the educational partners and the Educational Service Commission, to change the regulations of teachers' transfers/removals, give motives as well as to offer permanent appointment to all the NQTs until the year 2009 as to secure teachers' stability to the schools. The new regulations for teachers' transfers/removals will include motives to

secure teachers' stability in schools in which frequent teachers' mobility is reported (e.g. schools that are located in the countryside or remote areas, technical schools and so on). It is also suggested to utilise the data processing system that offers the capability to transfer/remove teachers according to specific criteria as to secure the qualitative and balanced teachers' appointments to the school units (e.g. years of teaching experience, qualifications, special abilities, gender and so on).

**APPENDIX 14: The interview responses of the Minister of Education and Culture (in Greek)**



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ

Αρ. Φακ.15.8.01

Αρ. Τηλ. 22800790

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E-mail: [epetrides@gmail.com](mailto:epetrides@gmail.com)

23 Ιανουαρίου, 2007

**Συνέντευξη Υπουργού Παιδείας και Πολιτισμού**

- 1. Ποιοι πρέπει να είναι κατά τη γνώμη σας οι στόχοι της εισαγωγικής επιμόρφωσης των νεοεισερχόμενων εκπαιδευτικών;**

Επιτρέψτε μου να ξεκινήσω σημειώνοντας ότι η προσωπική μου άποψη, όσον αφορά στην επιμόρφωση των εκπαιδευτικών, ταυτίζεται απόλυτα με τη θέση της Επιτροπής για την Εκπαιδευτική Μεταρρύθμιση:

*«Η εκπαίδευση και επιμόρφωση των εκπαιδευτικών είναι μια από τις πιο κρίσιμες παραμέτρους που επηρεάζουν σε μεγάλο βαθμό την απόδοση ενός εκπαιδευτικού*

*συστήματος. Σήμερα είναι γενικά αποδεκτό ότι ο ρόλος του εκπαιδευτικού στην ποιοτική αναβάθμιση της εκπαίδευσης είναι πρωταρχικός».*

Σκοπός της ενδοϋπηρεσιακής επιμόρφωσης είναι η συνεχής ποιοτική αναβάθμιση του εκπαιδευτικού συστήματος, η οποία συνδέεται με την εξυπηρέτηση των επιμορφωτικών αναγκών της σχολικής μονάδας και την επαγγελματική και προσωπική ανάπτυξη των εκπαιδευτικών μέσα στα πλαίσια της Δια Βίου Εκπαίδευσης.

Για την επίτευξη των πιο πάνω αποφασίστηκε όπως η επιμορφωτική διαδικασία κινηθεί σε τρεις βασικούς άξονες:

- Η επιμόρφωση θα είναι συνεχής διαδικασία η οποία θα αναγνωρίζει την αξία της θεωρίας στο βαθμό που μπορεί να ενισχύσει πρακτικά τη μαθησιακή διαδικασία, μέσα στα νέα δεδομένα που διαμορφώνονται στο χώρο της εκπαίδευσης.
- Τα προγράμματα θα οργανώνονται κατά τρόπο που θα ενισχύουν την επαγγελματική αυτονομία του εκπαιδευτικού και τη βελτίωση του επαγγελματισμού του, λαμβάνοντας υπόψη τις προσωπικές ανάγκες ή και αδυναμίες του.
- Η επιμόρφωση θα συνδέεται άρρηκτα με την ανάπτυξη της σχολικής μονάδας, τη διδακτική-μαθησιακή πρακτική, την ενίσχυση της αυτονομίας της και την καλύτερη οργάνωση, διοίκηση και διαχείριση των ιδιαιτεροτήτων της.

(βασικές αρχές λειτουργίας - σχολική κοινότητα) και ο ρόλος του εκπαιδευτικού.

- Η Σχολική Μονάδα μέσα στο ευρύτερο εκπαιδευτικό σύστημα της Κύπρου

*εξής περιεχόμενο:*

*α) Ταχύρυθμο Σχολικό 15 διδακτικών περιόδων στο Παιδαγωγικό Ινστιτούτο με το*

Συγκεκριμένα, η δομή του προγράμματος εισαγωγικής επιμόρφωσης έχει ως εξής:

ρόλος του μέντορα.

μέρος που θα διεξάγεται στις σχολικές μονάδες, κατά το οποίο σημαντικός θα είναι ο οποίο θα προσφέρεται από το Παιδαγωγικό Ινστιτούτο όσο και ένα μεγαλύτερο πρακτικό χρόνο διορισμού των εκπαιδευτικών. Θα περιλαμβάνει τόσο ένα θεωρητικό μέρος, το Το πρόγραμμα εισαγωγικής επιμόρφωσης θα είναι συνεχές και θα καλύπτει τον πρώτο

**θέματα στα οποία θα λαμβάνουν στήριξη κ.λ.π.);**

**2. Ποιο θα είναι το περιεχόμενο του προγράμματος στήριξης (μορφές στήριξης,**

υποψήφιων.

αξιολόγηση κ.α., ώστε να διασφαλίζεται ένα ελάχιστο επίπεδο επάρκειας όλων των τους κανονισμούς, τις υποχρεώσεις και τα δικαιώματά τους, το χειρισμό των μαθητών, την νεοεισερχόμενους για το σχολείο και το εκπαιδευτικό σύστημα, το αναλυτικό πρόγραμμα, βοήθειας, της παροχής των αναγκών των πληροφόρων και ενημέρωσης στους ομαλής έναρξης των εκπαιδευτικών στο επάγγελμα μέσω της παροχής υποστήριξης και επιμόρφωσης όταν διορίζονται. Η επιμόρφωση αυτή θα στοχεύει στη διεκδίκηση της νεοεισερχόμενοι εκπαιδευτικοί όλων των βαθμίδων εκπαιδευσης θα τυγχάνουν και στο αναθεωρημένο κείμενο του Στρατηγικού Σχεδιασμού για την Παιδεία, οι Συγκεκριμένα, όσον αφορά το πρόγραμμα εισαγωγικής επιμόρφωσης, όπως προτείνεται

- Ανάγκες νεοεισερχόμενων εκπαιδευτικών - Πηγές ενημέρωσης στη σχολική μονάδα (για τα αναλυτικά προγράμματα, το διδακτικό υλικό, τις αίθουσες διδασκαλίας, τα βοηθήματα).
- Αντιμετώπιση του άγχους που δημιουργεί η μόνιμη θέση εκπαιδευτικού.
- Η έννοια της συνεργασίας με τον Μέντορα και την ευρύτερη σχολική κοινότητα.

### ***β) Επιμόρφωση στη σχολική μονάδα***

Το πρόγραμμα επιμόρφωσης στη σχολική μονάδα, το οποίο θα καταρτιστεί από το ΠΙΚ σε συνεργασία με το Μέντορα και τον Παιδαγωγικό Σύμβουλο του Σχολείου, θα περιλαμβάνει τα εξής:

- Ενημέρωση του νεοεισερχόμενου εκπαιδευτικού για τον τρόπο λειτουργίας της συγκεκριμένης σχολικής μονάδας, τις πηγές πληροφόρησης, τα βοηθήματα, τον τρόπο συνεργασίας, το φόρτο εργασίας κ.ά. (κυρίως κατά τον πρώτο μήνα).
- Συνεργασία με το Μέντορα για θέματα διδακτικής μεθοδολογίας, διοίκησης τάξης, σχέσεων με τους γονείς, σχεδιασμού μαθημάτων.
- Παρακολουθήσεις μαθημάτων που θα διεξαγάγει ο Μέντορας ή άλλοι εκπαιδευτικοί στη σχολική μονάδα ή Σύμβουλος - Λειτουργός του ΠΙΚ, συζήτηση και σχολιασμός τους (τουλάχιστον 3).
- Ανάλυση μιας, τουλάχιστον, δειγματικής διδασκαλίας που θα σχεδιαστεί σε συνεργασία με το Σύμβουλο του Παιδαγωγικού Ινστιτούτου και το Μέντορα και συζήτηση για τρόπους βελτίωσης της διδασκαλίας (η ανάλυση δε θα έχει αξιολογικό χαρακτήρα).
- Συμμετοχή σε ομάδα σχεδιασμού και ανάπτυξης μαθήματος ή ενότητας με τη συνεργασία όλων των εκπαιδευτικών που διδάσκουν κοινά μαθήματα ( π.χ. Ιστορία Γ΄ Γυμνασίου).

- Κατασκευή του πρώτου (τουλάχιστον) δοκιμίου αξιολόγησης σε συνεργασία με το Μέγιστο.

- Η σχολική μονάδα θα μπορεί να καλέσει το ΠΙΚ να προσφέρει στήριξη σε ειδικά θέματα που ενδιαφέρουν τους εκπαιδευτικούς και ιδίτερα τους νεοδιόριστους (διαθεματική προσέγγιση της διδασκαλίας, διαφοροποίηση της διδασκαλίας, διδασκαλία σε διαπολιτισμικό περιβάλλον, αξιολόγηση του μαθητή, προβλήματα συμπεριφοράς, διοίκηση τάξης, έρευνα δράσης, αξιοποίηση των νέων τεχνολογιών , κατασκευή project κ.ά.)

- Το ΠΙΚ αναλαμβάνει την υποχρέωση να προσφέρει ενισχυτικό διδακτικό υλικό ή περαιτέρω πρακτική ενίσχυση στη σχολική μονάδα, όταν χρειάζεται. Για το σκοπό αυτόν θα οριστεί ένας Σύμβουλος-Αιτουργός ο οποίος θα δρα ως συνδέσμος του ΠΙΚ με τη σχολική μονάδα. Ιδιαίτερη έμφαση θα δοθεί σε μηχανισμούς παρατήρησης της διδασκαλίας και αναστοχασμού, ώστε σταδιακά να επιτυγχάνεται η βελτίωση της διδακτικής πρακτικής με συγκεκριμένες αλλαγές.

3. Σε ποιο χρόνο θα γίνεται η διαδικασία στήριξης σε σχολική βάση των νεοδιόριστων δασκάλων του βαρυφορτωμένου ωρολογίου προγράμματος που έχουν; Για να ενισχύνω τη σημαντικότητα της ερώτησης σας αναφέρω ότι σύμφωνα με τις δηλώσεις των νεοδιόριστων δασκάλων η “Ελάχιστη ελεύθερου (μη διδακτικού) χρόνου” και το “Βαρυφορτωμένο ωρολόγιο πρόγραμμα” είναι τα δύο πιο συχνά και σημαντικά προβλήματα ή δυσκολίες τα οποία αντιμετωπίζουν κατά τη διάρκεια των πρώτων ετών υπηρεσίας τους. Σας υπενθυμίζω ότι ο κάθε δάσκαλος από 1 μέχρι και 14 έτη υπηρεσίας εργάζεται 29 διδακτικές περιόδους την εβδομάδα με εργαστήριο χρόνο 35 περιόδους την εβδομάδα (7 περιόδους την ημέρα). Επομένως ο κάθε νεοδιόριστος δάσκαλος έχει κατά μέσο όρο 1 περίοδο των 40 λεπτών την ημέρα για να διεκπεραιώσει τα μη διδακτικά του καθήκοντα όπως σημειώνει



σε προγράμματα στα οποία είναι ενταγμένο το σχολείο, αξιολόγηση μαθητών, διόρθωση εργασιών μαθητών, προγραμματισμός μαθημάτων, συναντήσεις με γονείς, εργασίες τις οποίες αναθέτει ο διευθυντής στα πλαίσια ομαλής λειτουργίας της σχολικής μονάδας κ.λ.π.

Έχοντας υπόψη τη δομή και τη μορφή του προτεινόμενου προγράμματος, το ΥΠΠ προτείνει όπως αυτό διεξάγεται σε εργάσιμο χρόνο. Για το θέμα αυτό, όπως για τη συγκεκριμενοποίηση όλων των επιμέρους πτυχών του προγράμματος, το ΥΠΠ βρίσκεται σε συνεχή διάλογο με τους εμπλεκόμενους φορείς.

4. Είναι μήπως στις σκέψεις του ΥΠΠ η μείωση του διδακτικού χρόνου των νεοδιόριστων δασκάλων για να έχουν περισσότερο ελεύθερο (μη διδακτικό) χρόνο για να είναι δυνατή η διαδικασία της στήριξης τους στα πλαίσια του διετούς προγράμματος εισαγωγικής επιμόρφωσης;

Επαναλαμβάνεται ότι η συστηματική επιμόρφωση των εκπαιδευτικών αποτελεί βασική προϋπόθεση για την υλοποίηση κάθε καινοτομίας και μεταρρύθμισης που προωθείται. Σημαντικές αλλαγές αναμένονται στη δομή και το περιεχόμενο της εκπαίδευσης και στην όλη λειτουργία της σχολικής μονάδας. Μέσα σε αυτό το πλαίσιο αναμένεται σύντομα να ολοκληρωθούν οι σχετικές συζητήσεις μεταξύ του ΥΠΠ και όλων των για το θέμα της ενδοϋπηρεσιακής επιμόρφωσης των εκπαιδευτικών. Στο παρόν στάδιο έχει ετοιμαστεί, σε συνεργασία με τις εκπαιδευτικές οργανώσεις, ολοκληρωμένο πλαίσιο πολιτικής το οποίο υιοθετήθηκε από το Υπουργικό Συμβούλιο για σταδιακή υλοποίηση.

Στα πλαίσια των πιο πάνω αλλαγών, προτείνεται σε συνεργασία με τις εκπαιδευτικές οργανώσεις, η ανακατανομή του εργασιακού και διδακτικού χρόνου των εκπαιδευτικών, καθώς και όλων των μειώσεων σε διδακτικό χρόνο που παρέχονται μέχρι σήμερα σε

εκπαιδευτικούς για την ανάληψη συγκεκριμένων προγραμμάτων και δράσεων στη σχολική μονάδα (αφού θα καταβληθεί προσπάθεια ώστε τα πιο πάνω προγράμματα και δράσεις να ενταχθούν στα νέα αναλυτικά προγράμματα, εφόσον αυτό ενδείκνυται), ώστε να συνάδουν με το νέο τρόπο οργάνωσης και λειτουργίας της σχολικής μονάδας, και να εξοικονομηθεί χρόνος για τις νέες ανάγκες που προκύπτουν με τις διαφοροποιήσεις στον τρόπο οργάνωσης και λειτουργίας της σχολικής μονάδας, και να εξοικονομηθεί χρόνος για τις νέες ανάγκες που προκύπτουν με τις διαφοροποιήσεις στον τρόπο εργασίας των εκπαιδευτικών.

Μέσα στα πιο πάνω πλαίσια το θέμα της μείωσης του διδακτικού χρόνου των νεοδιόριστων δασκάλων θα εξεταστεί σε συνεργασία με τις εμπλεκόμενες εκπαιδευτικές οργανώσεις.

**5. Το πρόγραμμα στήριξης των νεοδιόριστων δασκάλων θα είναι το ίδιο για όλους ή θα είναι εξατομικευμένο και ευέλικτο με βάση τις προσωπικές και επαγγελματικές ανάγκες του κάθε δασκάλου; Γιατί διετές;**

Πρόθεση του ΥΠΠ δεν είναι η ομαδοποίηση των εκπαιδευτικών σε μαζικά προγράμματα επιμόρφωσης, αλλά η προσφορά, στο μέγιστο δυνατό βαθμό, εξατομικευμένων και ευέλικτων επιμορφωτικών προγραμμάτων με βάση τις ατομικές ανάγκες του κάθε εκπαιδευτικού μέσα σε ένα δυναμικά αναπτυσσόμενο εκπαιδευτικό σύστημα και αφετέρου θα συμβάλει στην ενίσχυση της παιδαγωγικής του αυτονομίας.

Ως εκ τούτου, το πρόγραμμα εισαγωγικής επιμόρφωσης θα περιλαμβάνει ένα κοινό θεωρητικό μέρος που θα αφορά σε όλους τους νεοδιόριστους εκπαιδευτικούς και θα προσφέρεται από το Παιδαγωγικό Ινστιτούτο, ενώ το μεγαλύτερο μέρος του, που θα

διεξάγεται στις σχολικές μονάδες, θα είναι εξατομικευμένο και ευέλικτο. αού θα προσαρμόζεται στις προσωπικές και επαγγελματικές ανάγκες του κάθε εκπαιδευτικού.

**6. 65% των συμμετασχόντων στην έρευνα δήλωσαν ότι συμφωνούν με το εξατομικευμένο και ευέλικτο πρόγραμμα στήριξης; Τι έχετε να δηλώσετε:**

Το Υπουργείο Παιδείας και Πολιτισμού υιοθετεί την πιο πάνω άποψη. Όπως έχει ήδη αναφερθεί, για να είναι αποτελεσματική η διαδικασία επιμόρφωσης, πρέπει να οργανώνεται κατά τρόπο που να αναγνωρίζει τις αρχές μάθησης των ενηλίκων, οι οποίες μπορεί να συνοψισθούν στα εξής:

- Ο εκπαιδευτικός αντιμετωπίζεται ως αυτόνομος επαγγελματίας και αυτοκαθοδηγούμενη προσωπικότητα. Συμμετέχει στη διαμόρφωση των προγραμμάτων τόσο ως προς τους στόχους που τίθενται όσο και ως προς τη μορφή αλλά και την αξιολόγησή τους.
- Τα προγράμματα επιμόρφωσης υπηρετούν τις ανάγκες των εκπαιδευτικών, αξιοποιούν τις εμπειρίες τους, συνδέονται με τον επαγγελματικό και κοινωνικό τους ρόλο, στοχεύουν στη σύνδεση της γνώσης με την πρακτική της εφαρμογή και τέλος δίνουν έμφαση στα ενδογενή κίνητρα μάθησης, όπως είναι αυτά της απόκτησης αυτοεκτίμησης, αυτοπεποίθησης και αυτοπραγμάτωσης.

Οι σχετικές έρευνες του ΠΙΚ καταδεικνύουν ότι τα προγράμματα που θεωρούνται από τους ίδιους τους εκπαιδευτικούς ως πιο αποτελεσματικά είναι εκείνα που είχαν, ως κάποιο βαθμό, τα πιο πάνω χαρακτηριστικά.

**7. Ποια θα είναι η διαδικασία αξιολόγησης των νεοδιόριστων δασκάλων με σκοπό τη μονιμοποίησή τους; Ο μέντορας θα συμμετέχει στην παραπάνω**

## διαδικασία ή θα συμπεριχέται μόνο στη διαμορφωτική αξιολόγηση με σκοπό τη στηρίξη του δασκάλου;

Αποτελεί γενικότερη διάκριση των σχετικών με την εκπαίδευση φορέων ότι το υφιστάμενο σύστημα αξιολόγησης, το οποίο θεσμοθετήθηκε το 1976 και εφαρμόζεται έκτοτε χωρίς ουσιαστικές τροποποιήσεις, είναι αναχρονιστικό και ξεπερασμένο. Η πρόταση του ΥΠΠ για την υιοθέτηση ενός νέου συστήματος αξιολόγησης του εκπαιδευτικού έργου και των εκπαιδευτικών λειτουργιών που διατυπώνεται στη συνέχεια περιλαμβάνει και αξιοποιεί τις θετικές εισηγήσεις της Κοινότητας «Αθήνα». Σημειώνεται ότι στην πρόταση έχουν ενσωματωθεί και εισηγήσεις των εκπαιδευτικών οργανώσεων, όπως αποτυπώθηκαν στα σχέδια που έχουν ετοιμάσει οι ίδιες οι οργανώσεις για την αξιολόγηση και εκφράστηκαν στο διάλογο με το ΥΠΠ.

Η στηρίξη των νεοδιοριστών εκπαιδευτικών, ώστε να ενταχθούν ομαλά στην πραγματικότητα του εκπαιδευτικού συστήματος και της διαδικασίας της διδασκαλίας-μαθήσης, σε πραγματικές συνθήκες εργασίας, αποτελεί βασική επιδίωξη, η οποία θα επιτευχθεί σε συνδυασμό με τις προσπάθειες του ΥΠΠ για επιμόρφωση (πρόγραμμα εισαγωγικής επιμόρφωσης για όλους τους εκπαιδευτικούς όλων των βαθμίδων εκπαιδευσης).

Σε ότι αφορά στην αξιολόγηση για σκοπούς μονιμοποίησης, οι επί δοκίμια εκπαιδευτικοί θα αξιολογούνται κατά το δεύτερο χρόνο υπηρεσίας τους από τρεις Αξιολογητές, το Διευθυντή της σχολικής μονάδας στην οποία υπηρετούν και δύο εξωτερικούς Αξιολογητές. Η αξιολόγηση της διδασκαλίας του επί δοκίμια εκπαιδευτικού στην τάξη και του έργου που επιτελεί γενικότερα στη σχολική μονάδα θα γίνεται με τη συμπλήρωση ειδικών ερωτών αξιολόγησης, ενώ θα λαμβάνεται υπόψη και η αυτοαξιολόγηση (Ατομικός Φάκελος Επιτευγμάτων) του ενδιαφερόμενου εκπαιδευτικού.

Οι τρεις αξιολογητές μετά το πέρας των αξιολογήσεων θα συντάσσουν από κοινού αναλυτική Έκθεση για τον υποψήφιο εκπαιδευτικό, στην οποία θα καταγράφεται η τελική κρίση τους για τη μονιμοποίηση.

Εκπαιδευτικός που απέτυχε να μονιμοποιηθεί μπορεί να επαναλάβει μια φορά τη διαδικασία για μονιμοποίηση την αμέσως επόμενη σχολική χρονιά, κατόπιν σύστασης του κλιμακίου αξιολόγησης προς την Επιτροπή Εκπαιδευτικής Υπηρεσίας (ΕΕΥ). Κάθε υποψήφιος που απέτυχε να μονιμοποιηθεί θα δικαιούται, αν το επιθυμεί, να υποβάλει μέσα σε καθορισμένο χρονικό διάστημα ένσταση σε Δευτεροβάθμια Αναθεωρητική Επιτροπή. Η Δευτεροβάθμια Αναθεωρητική Επιτροπή θα υποβάλλει εισήγηση στην ΕΕΥ, η οποία θα λαμβάνει την τελική απόφαση.

Σημειώνεται ότι ο μέντορας δε θα συμμετέχει στην παραπάνω διαδικασία, αλλά θα συμμετέχει μόνο στη διαμορφωτική αξιολόγηση με σκοπό τηστήριξη και βελτίωση του δασκάλου.

8. 21% των συμμετασχόντων στην έρευνα τον πρώτο χρόνο διορισμού τους με σύμβαση ήταν υποχρεωμένοι να εργάζονται σε δύο σχολεία και 11% σε περισσότερα από 2 σχολεία. Δηλαδή 1 στους 3 νεοδιοριστούς δασκάλους ήταν υποχρεωμένος να εργαστεί σε περισσότερα από 1 σχολεία. Θεωρείται ότι αυτό το δεδομένο και η πρακτική διορισμού των νεοδιοριστών δασκάλων σε μικρά ή/και απομακρυσμένα σχολεία βοηθά στη διαδικασία στήριξης τους: Μήπως σκοπείτε να εισηγηθείτε κάποιες αλλαγές στους κανονισμούς διορισμών – τοποθετήσεων – μετακινήσεων των δασκάλων με σκοπό την αποφυγή του παραπάνω φαινομένου και για αποτξαεματικότερη στήριξη των νεοδιοριστών δασκάλων;

Η Ελλάδα σταθερότητα του προσωπικού στα σχολεία μας, η οποία οφείλεται στο γεγονός ότι έχουμε απορροφήσει αδυναμίες του εκπαιδευτικού συστήματος, σε σύγκριση με τα εκπαιδευτικά συστήματα άλλων ευρωπαϊκών χωρών. Για το λόγο αυτό προτείνεται, σε συνεργασία με τους εκπαιδευτικούς εταίρους και την Επιτροπή Εκπαιδευτικής Υπηρεσίας, διαποροποίηση των Κανονισμών μεταθέσεων-μετακινήσεων, η παροχή κινήσεων, καθώς και η μονιμοποίηση όλων των συμβασιούχων μέχρι το 2009 (εκτός του ποσοστού ασφαλείας) για διασφάλιση της σταθερότητας του προσωπικού που απασχολείται στην εκπαίδευση. Στις νέες ρυθμίσεις θα μεταθέσεις θα περιληφθούν κίνητρα για παραμονή εκπαιδευτικών σε σχολικές μονάδες που παρουσιάζουν μεγάλη κινητικότητα εκπαιδευτικών (π.χ. σχολεία της υπαίθρου, σχολεία απομακρυσμένων περιοχών, τεχνικές σχολές κτλ.). Προτείνεται, επίσης, η αξιοποίηση του μηχανογραφικού συστήματος, με το οποίο δίδεται η δυνατότητα οι μεταθέσεις και οι τοποθετήσεις να γίνονται βάσει συγκεκριμένων παραμέτρων, που θα διασφαλίζουν την ποιότητα και την ισορροπία στελέχηση των σχολικών μονάδων (π.χ. περία, προσόντα, ειδικών ικανοτήτων, φύλο κτλ.).

**APPENDIX 15: Responses to the B4 item of the questionnaire: “To what extent did you encounter the following problems/ difficulties during the first three years of teaching experience”?**

<b>Item number</b>	<b>Problem/Difficulty</b>	<b>Percentage of NQTs who encountered the specific problem</b>
<b>i</b>	<b>Classroom discipline</b>	91.5
<b>ii</b>	<b>Classroom organisation and management</b>	88.0
<b>iii</b>	<b>Time management</b>	91.5
<b>iv</b>	<b>Evaluating and assessing pupils' work</b>	82.9
<b>v</b>	<b>Relations with parents</b>	79.5
<b>vi</b>	<b>Facilitating frequent home-school contact</b>	83.8
<b>vii</b>	<b>Handling angry parents</b>	70.9
<b>viii</b>	<b>Motivating pupils</b>	85.5
<b>ix</b>	<b>Dealing with problems of individual pupils</b>	94.9
<b>x</b>	<b>Coping with pupils facing learning difficulties</b>	93.2
<b>xi</b>	<b>Dealing with pupils of deprived backgrounds</b>	84.6
<b>xii</b>	<b>Dealing with pupils of different cultures</b>	78.6
<b>xiii</b>	<b>Handling pupils' conflicts</b>	88.0
<b>xiv</b>	<b>Meeting pupils with special needs</b>	74.4
<b>xv</b>	<b>Understanding school culture</b>	85.5
<b>xvi</b>	<b>Relations with colleagues</b>	64.1
<b>xvii</b>	<b>Relations with the head teacher</b>	74.4
<b>xviii</b>	<b>Relations with the deputy head teachers</b>	65.8

<b>xix</b>	<b>Planning of lessons</b>	<b>76.9</b>
<b>xx</b>	<b>Knowledge of subject matter</b>	<b>85.5</b>
<b>xxi</b>	<b>Effective use of different teaching methods</b>	<b>90.6</b>
<b>xxii</b>	<b>Lack of self-confidence</b>	<b>81.2</b>
<b>xxiii</b>	<b>Stress</b>	<b>84.6</b>
<b>xxiv</b>	<b>Isolation</b>	<b>56.4</b>
<b>xxv</b>	<b>Awareness of school policies and rules</b>	<b>77.8</b>
<b>xxvi</b>	<b>Inadequate school equipment</b>	<b>91.5</b>
<b>xxvii</b>	<b>Effective use of textbooks and curriculum guides</b>	<b>85.5</b>
<b>xviii</b>	<b>Lack of spare time</b>	<b>91.5</b>
<b>xxix</b>	<b>Inadequate guidance and support</b>	<b>89.7</b>
<b>xxx</b>	<b>Overloaded timetable</b>	<b>93.2</b>
<b>xxxi</b>	<b>Large class size</b>	<b>79.5</b>
<b>xxxii</b>	<b>Increased duties</b>	<b>86.3</b>
<b>xxxiii</b>	<b>Teaching at the same time pupils of different grades</b>	<b>48.7</b>

\* 1= to a limited extent

5= to a great extent

<b>Item number</b>	<b>Problem/Difficulty</b>	<b>Mean *</b>
<b>i</b>	<b>Classroom discipline</b>	<b>2.78</b>
<b>ii</b>	<b>Classroom organisation and management</b>	<b>2.71</b>
<b>iii</b>	<b>Time management</b>	<b>2.86</b>
<b>iv</b>	<b>Evaluating and assessing pupils' work</b>	<b>2.60</b>
<b>v</b>	<b>Relations with parents</b>	<b>2.34</b>
<b>vi</b>	<b>Facilitating frequent home-school contact</b>	<b>2.57</b>
<b>vii</b>	<b>Handling angry parents</b>	<b>2.17</b>



<b>viii</b>	<b>Motivating pupils</b>	<b>2.46</b>
<b>ix</b>	<b>Dealing with problems of individual pupils</b>	<b>2.72</b>
<b>x</b>	<b>Coping with pupils facing learning difficulties</b>	<b>3.15</b>
<b>xi</b>	<b>Dealing with pupils of deprived backgrounds</b>	<b>2.41</b>
<b>xii</b>	<b>Dealing with pupils of different cultures</b>	<b>2.87</b>
<b>xiii</b>	<b>Handling pupils' conflicts</b>	<b>2.59</b>
<b>xiv</b>	<b>Meeting pupils with special needs</b>	<b>3.09</b>
<b>xv</b>	<b>Understanding school culture</b>	<b>2.28</b>
<b>xvi</b>	<b>Relations with colleagues</b>	<b>1.93</b>
<b>xvii</b>	<b>Relations with the head teacher</b>	<b>1.84</b>
<b>xviii</b>	<b>Relations with the deputy head teachers</b>	<b>1.77</b>
<b>xix</b>	<b>Planning of lessons</b>	<b>2.12</b>
<b>xx</b>	<b>Knowledge of subject matter</b>	<b>2.20</b>
<b>xxi</b>	<b>Effective use of different teaching methods</b>	<b>2.50</b>
<b>xxii</b>	<b>Lack of self-confidence</b>	<b>2.18</b>
<b>xxiii</b>	<b>Stress</b>	<b>2.68</b>
<b>xxiv</b>	<b>Isolation</b>	<b>1.76</b>
<b>xxv</b>	<b>Awareness of school policies and rules</b>	<b>2.05</b>
<b>xxvi</b>	<b>Inadequate school equipment</b>	<b>2.69</b>
<b>xxvii</b>	<b>Effective use of textbooks and curriculum guides</b>	<b>2.25</b>
<b>xviii</b>	<b>Lack of spare time</b>	<b>3.12</b>
<b>xxix</b>	<b>Inadequate guidance and support</b>	<b>2.82</b>
<b>xxx</b>	<b>Overloaded timetable</b>	<b>3.22</b>
<b>xxxi</b>	<b>Large class size</b>	<b>2.89</b>
<b>xxxii</b>	<b>Increased duties</b>	<b>2.70</b>

xxxiii	Teaching at the same time pupils of different grades	2.79
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**APPENDIX 16: Responses to the B13 question of the questionnaire: “What were your personal and professional needs during the first two years of teaching experiences”? The needs are mentioned in order of frequency according to NQTs’ statements.**

<b>Personal and professional needs</b>	<b>Per cent (%)</b>
Guidance and support (from a mentor or/and experienced teachers or/and the head teacher)	43
Guidance and support for effective classroom organisation and management and for overcoming problems relating to classroom discipline	31
Help with the use of different teaching methods/strategies effectively and guidance and support in lesson planning	16
Information on legal obligations and duties - Information about school rules and policies	16
Guidance and support in managing time - More release time	13
Psychological support and guidance - Development of self-confidence (handling stress, motives for better results, encouragement, recognition of my efforts)	12
Guidance in overcoming problems relating to inadequate school equipment and materials	6
Information relating to teachers’ rights	5
Guidance and support with the national curriculum - Knowledge of subject matter in order to teach it	5
Coping with pupils facing learning difficulties and increasing pupils’ interest	5
Help in understanding school culture - Initiation into the culture of the school	4

NQTs, in their responses to the B13 question, mentioned the following needs only once or twice. These needs were grouped in two categories. personal and professional needs. for presentation:

**Category one: personal needs**

- ✓ Need to prove to colleagues that I was capable and I taught effectively.
- ✓ More communication with colleagues.
- ✓ Guidance in establishing good relations with pupils and parents.
- ✓ Acceptance of my class/subject teaching preferences.

**Category two: professional needs**

- ✓ Guidance in teaching Greek Language in the first grade.
- ✓ Need for reduced duties.
- ✓ Guidance and support in achieving my teaching goals/aims.
- ✓ Information about what the inspectors ask, observe and assess.
- ✓ Information relating to the specific school I was appointed and class/pupils I had to teach.
- ✓ Guidance and support in evaluating and assessing pupils.
- ✓ Help in handling classes with large number of pupils.

**APPENDIX 17: Responses to the B16 question of the questionnaire: “What do you expect from an effective school-based induction programme”? The expectations are mentioned in order of frequency according to NQTs’ statements.**

<b>Expectations from an effective school-based induction programme</b>	<b>Per cent (%)</b>
Offer guidance and support a) in classroom organisation and management and b) in order to overcome problems and difficulties relating to classroom discipline	31
Offer guidance and support (from a mentor or/and experienced teachers or/and the head teacher)	22
Explain legal obligations and duties - Explain school policies and rules	19
Guide and support me in planning of lessons. Help me in using/implementing effectively different teaching methods/strategies	18
Familiarise me with the National Curriculum. Inform me about available curriculum materials and teaching resources (e.g. teaching material, software and list of internet resources)	18
Offer opportunities to observe other experienced teachers’ lessons and of being observed by other colleagues followed by feedback	17
Help me overcome problems that I face (e.g. problems relating with parents)	12
Inform me about teachers’ rights	8
Guide me in evaluating and assessing pupils’ work	8
Guide and support in issues relating to time management - Offer increased release-spare time, reduced teaching load	7
Help me cope with pupils facing learning difficulties	5
Offer psychological support (offer encouragement, develop of self-esteem and	4

self-confidence, managing stress)	
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NQTs, in their responses to the B16 question, mentioned the following expectations only once or twice. These expectations were grouped in the following categories for presentation:

**Category one: expectations relating to the aims of the induction programme**

- ❖ Offer individual structured and flexible induction taking into account the specific needs of NQTs.
- ❖ Mature teachers faster.
- ❖ Help me acquire skills through practice.
- ❖ Ease NQTs' transition into the profession and orientation to the school.
- ❖ Implement a formative not a summative evaluation.

**Category two: expectations relating to pupils**

- ❖ Help me in dealing with problems of individual pupils.
- ❖ Help me in meeting pupils' with special needs.
- ❖ Offer suggestions for improving relations with colleagues and pupils.

**APPENDIX 18: Responses to the C item of the questionnaire: Indicates the extent NQTs believed that the particular form of support would be beneficial for them as NQT**

			* 1=
i.	Meetings with inspector	3.09	to a
ii.	Meetings with head teacher	3.47	limit
iii.	Meetings with deputy head teacher	3.22	ed
iv.	Handbook for new teachers	3.66	exte
v.	Access to an appointed mentor	4.05	nt
vi.	Cooperative planning with a team of teachers	3.88	

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vii.	Meetings with other beginning teachers	3.63
viii.	Seminars / meetings organised by District Office	3.43
ix.	Other staff observing you teach, and providing feedback	3.58
x.	Reduced teaching load	3.64
xi.	Peer support group meetings	3.97
xii.	Observing other teachers' lessons (informally)	3.82
xiii.	Observing demonstration lessons	4.15
xiv.	Team teaching	3.43
xv.	Access to confidential counselling	3.50
xvi.	List of Internet resources for beginning teachers	4.02
xvii.	Staff meetings	2.72
xviii.	Visits to other schools	2.96
xix.	Contact (e.g. email) with beginning teachers in other schools	2.94

**APPENDIX 19: Responses to the D item of the questionnaire: Indicates the extent NQTs believed that each subject is important and for which they should receive support during the first years of teaching experience**

\* 1= to a limited extent

5= to a great extent



<b>i.</b>	Managing student behaviour	4.28
<b>ii.</b>	Catering for students with a range of learning needs	4.19
<b>iii.</b>	Effective teaching and learning strategies	4.15
<b>iv.</b>	Student assessment	3.91
<b>v.</b>	Communicating with parents	3.63
<b>vi.</b>	Teaching strategies for particular content areas	3.92
<b>vii.</b>	Inclusion of students with a disability	4.04
<b>viii.</b>	Student motivation	3.96
<b>ix.</b>	Record keeping	3.15
<b>x.</b>	Time management	3.81
<b>xi.</b>	Lesson planning	3.53
<b>xii.</b>	Managing stress	3.65
<b>xiii.</b>	Report writing	3.49
<b>xiv.</b>	Using computers as tools for teaching and learning	3.71
<b>xv.</b>	Handling administrative responsibilities	3.34
<b>xvi.</b>	Extra-curricular duties	3.03
<b>xvii.</b>	Organising school feasts	4.18

**APPENDIX 20: Responses to the E item of the questionnaire: Indicates the extent NQTs believed that each issue is important and for which they should receive information during the first days/weeks of their appointment with wage agreement**

\* 1= to a limited extent

5= to a great extent

i.	School rules and policies	4.11
ii.	How to access school facilities and equipment	4.07
iii.	The national curriculum	3.69
iv.	Conditions of employment (e.g. salary details)	4.02
v.	Availability of computers, Internet and email	4.07
vi.	Availability of curriculum materials and teaching resources	4.19
vii.	Information about the Teachers' Union (POED)	3.92
viii.	Information about professional associations	3.50
ix.	Expectations about your teaching role and responsibilities	3.65
x.	Administrative procedures	3.32
xi.	Teachers' rights and legal obligations	4.05
xii.	Social/cultural background of students	4.03
xiii.	Availability of support and specialist staff	3.69
xiv.	School committees and how you can be involved	3.37
xv.	Roles of senior staff	3.34
xvi.	Expectations about extra-curricular duties	3.23
xvii.	Information about support programmes available to beginning teachers	4.21
xviii.	Information about procedures for probation and/or registration	4.14

xix.	School decision-making processes	3.83
xx.	The role of District Office	3.75
xxi.	Teacher grievance procedures	3.85
xxii.	Advice/support regarding accommodation	3.47
xxiii.	Role of parent groups	3.43

# APPENDIX 21: Table with random numbers

03 47 43 73 86	36 96 47 86 61	46 98 63 71 62	33 26 16 80 45	60 11 14 10 95
46 52 58 03 44	89 74 06 37 95	56 67 57 22 80	82 63 17 68 70	55 04 34 98 39
93 96 50 08 63	99 36 67 92 07	58 70 70 64 07	18 55 42 82 12	36 38 10 72 74
10 39 55 91 78	45 92 82 36 07	49 24 88 16 63	97 73 68 43 47	80 13 53 58 93
55 26 27 61 09	71 42 87 12 92	30 86 52 48 67	47 62 34 61 58	12 06 69 07 98
27 72 37 61 55	21 38 53 92 01	22 32 81 24 65	30 80 33 40 70	47 83 87 81 42
15 53 30 57 16	39 94 31 61 96	37 04 71 62 67	82 21 49 92 53	44 26 93 50 95
75 85 86 65 81	81 75 14 01 93	63 48 12 30 78	30 37 91 18 30	89 95 06 47 30
19 32 23 09 77	76 44 76 09 64	73 04 84 20 42	76 16 84 47 94	41 35 54 96 12
13 99 22 15 71	76 89 54 73 65	48 34 82 14 41	43 36 28 57 39	90 37 53 55 98
56 17 56 92 85	62 64 53 88 31	21 18 46 07 31	98 88 19 45 70	36 76 61 27 73
25 09 59 95 16	24 33 59 73 67	74 09 36 63 39	04 23 51 26 74	62 16 76 70 40
85 82 32 77 42	77 26 68 47 01	99 47 96 73 33	05 65 97 25 57	32 30 56 33 75
58 36 21 73 79	10 41 06 41 53	88 97 41 10 98	44 28 00 71 09	75 46 92 78 73
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